	L.1.1	L.1.2	L.1.4								1	1		L.1.1	L.1.2	L.1.4				г					7
	1.2						ls:	C.1.4						1.3					JS:		L.1.5				
Essential Standards :	HW.1						Supporting Standards:	RI.1.1	RI.1.4	RI.1.10			Feedutial Standards	HW.1					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	i	RI.1.7		porting	RL.1.1	RL.1.4	RL.1.10			O leitage	RI.1.2	RI.1.3	RI.1.5	RI.1.9		porting		RL.1.1	RL.1.4	RL.1.7	RL.1.10	
Ess	RL.1.2	RL.1.3					Sup	RF.1.4					I I	RL.1	RL.1.3	RL.1.9			Sup		RF.1.4				
	RF.1.1	RF.1.2	RF.1.3					L		<u>l</u>				RF.1.1	RF.1.2	RF.1.3									
	· · ·		Unit 4	Exploring the Interconnected World			Approximately 38 Days				T					Unit 5	Ē	Economics and Physical Sciences		Approximately 31 Days					
	ш	41	21	28		ш	7	14	28		F	4			ш	18	25		ш	2	6	16	23		
	Т	13	20	27		F	9	13	27		T	3			T	17	24		T	1	8	15	22		
February	*	12	19	26	March	Α	5	12	26	April	w	2		April	W	16	23	Мау	W	30	2	14	21	28	
	Τ	=	18	25		⊢	4	11	25		Т	1			⊢	15	22		F	29	9	13	20	27	
	Σ	10	17	24		Σ	8	10	24		M	31			M	14	21		M	28	2	12	19	26	

Strategies and Skills to Build Knowledge

Grade 1 Unit 9

Week Week Week Assessed

			1	2	3	Skills
	RF.1.1a, L.1.2c	CAP: Punctuation: Commas and Ending Marks		•	•	
	RF.1.1a RF.K.1a	CAP: Reading from Left to Right and from Top to Bottom/Return Sweep			•	
	RF.1.1a	CAP: First Word Capitalization			•	
Foundational Skills:	RF.1.2c	PA: Phoneme Categorization	•			
 Concepts About Print 	RF.1.2b	PA: Phoneme Blending	•	•	•	***************************************
(CAP)	RF.1.2c	PA: Phoneme Isolation		•	•	
Phonological Augustance (DA)	RF.K.2	PA: Substitute Parts of Blends	•	•	•	
Awareness (PA) • Phonics and	RF.1.2c	PA: Phoneme Segmentation	•	•	•	
Structural Analysis	RF.1.2c	PA: Phonemic Manipulation	•	•	•	
(PSA)	RF.1.3c	PSA: Vowel Diphthong Sound-Spellings: ou, ow;				
Fluency	L.1.4c	Comparative Inflectional Endings: -er, -est	•	•	•	•
	RF.1.3a L.1.4b	PSA: Vowel Diphthong Sound-Spellings oi, oy; Suffix -ly		•	•	y
	RF.1.3c	PSA: Vowel Sound-Spellings: oo (broom, book); Vowel Team Syllables			•	4
	RF.1.3a	PSA: r-Controlled Vowel Sound-Spellings	•	•	•	
	RF.1.3c	PSA: Long-Vowel Sound-Spellings	•	•	•	
	RF.1.4	Fluency: Rate and Pausing	•	•		
	RF.1.4	Fluency: Phrasing		•		
	RF.1.4	Fluency: Inflection, Intonation, and Stress			•	
	RF.1.4	Fluency: Self-Correcting	•		•	
	RI/RL.1.10	Apply Cumulative Metacognitive Strategies	•	•	•	
Metacognitive	RI/RL.1.10	Fix-Up: Reread to Clarify or Confirm Understanding	•			
& Fix-Up	RI/RL.1.10	Fix-Up: Gain Information from Text and Pictures		•		
	RI/RL.1.10	Fix-Up: Read Slowly and Think About the Words			•	100 100 100 100 100 100 100 100 100 100
	RI.1.3	Describe the Connection Between Two Individuals, Events, Ideas, or Information	•	•		~
Comprehension to Build	RI.1.8	Identify the Reasons an Author Gives to Support Points	•	•		1
Knowledge	RI.1.8	Identify Main Topic and Retell Key Details	•	•		V
3	RI.1.9	Identify Similarities and Differences Between Two Opinion Texts		•		
	RI.1.2, RL.1.7	Use Illustrations and Details to Describe Characters, Setting, or Events			•	4
	RI.1.2	Retell Stories and Demonstrate Understanding of the Central Message			•	4
Ve a bulant	L.1.4a	Use Context as a Clue to Determine Word Meaning	•	•		V
Vocabulary	L.1.4c	Identify Root Words and Their Inflectional Forms			•	
Writing	C.1.2	Informative Process Writing: Research Report	•	•	•	
	L.1.2c	Commas	•	•	•	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Grammar	L.1.1e	Adjectives		•	•	
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.

Strategies and Skills to Build Knowledge

Grade 1 Unit 10

			Week	Week 2	Week 3	Assessed Skills
	RF.1.1 CAP: Punctuation in Context: Dashes, Hyphens, Quotation Marks,and Ending Punctuation Marks				•	
	RF.1.1a	CAP: Uppercase Letters	•	•		
Farmalation of Oldfiller	RF.1.2c	PA: Phoneme Categorization	•	•		
Foundational Skills: Concepts About Print	RF.1.2c	PA: Phoneme Isolation			•	
(CAP)	RF.1.2b	PA: Phoneme Blending	•	•	•	
Phonological	RF.1.2c	PA: Delete Parts of Blends	•	•	•	
Awareness (PA)	RF.1.2c	PA: Phoneme Segmentation	•	•	•	
 Phonics and Structural 	RF.1.2c	PA: Phonemic Manipulation	•	•	•	
Analysis (PSA) • Fluency	RF.1.3a RF.1.3f	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i)	•	•	•	4
	RF.1.3a L.1.2d	PSA: Vowel Sound-Spellings: aw, au, augh, al; Suffixes -ful, -less		•	•	V
	RF.1.3c	PSA: Long e (-y, -ey); Consonant -le Syllables			•	>
	L.1.2d	PSA: Vowel Diphthong Sound-Spellings	•	•	•	
	L.1.2d	PSA: Vowel Sound-Spelling oo	•	•	•	
	RF.1.4	Fluency: Pausing/Rate	•		•	
	RF.1.4	Fluency: Self-Correcting	•	•	•	
	RF.1.4	Fluency: Phrasing		•		
	RI/RL.1.10	Apply Cumulative Metacognitive Strategies	•	•	•	
Metacognitive & Fix-Up	RI/RL.1.10	Fix-Up: Read Out Loud to Support Comprehension	•			
т іх-ор	RI/RL.1.10	Fix-Up: Reread to Understand the Text			•	
	RI/RL.1.10	Fix-Up: Stop and Think About the Author's Purpose		•		
	RI.1.1	Draw Inferences to Describe Setting		•		1
	RI.1.1	Draw Inferences to Identify Who is Telling the Story	•			
Comprehension to	RL.1.9	Compare and Contrast the Adventures and Experiences of Characters		•		1
Build Knowledge	RI.1.5	Use Text Features to Locate Key Information			•	1
	RL.1.4	Identify Words and Phrases That Appeal to the Senses	•	•		1
	RL.1.7	Use Illustrations and Details to Describe Characters		•		
	RI.1.7	Use Illustrations and Details to Describe Key Ideas	•		•	1
	RL.1.9 RI.1.9	Explain Differences Between Stories and Informational Texts			•	1
Vocabulary	L.14a	Use Context as a Clue to the Meaning of Multiple Meaning Words	•			
	L.1.4d	Identify Real-Life Connections Between Words and Their Use		•	•	1
Writing	C.1.3	Poetry Process Writing	•	•		
	C.1.1	Writing Reflections: Narrative, Informative/Explanatory, Opinion, Poetry			•	
an indigen analysis to a segre	L.1.1c	Irregular Plural Nouns	•		•	
Grammar	L.1.1d	Irregularly Conjugated Verbs		•	•	
	L.1.1b	Correct Noun-Verb Agreement			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
II D. Indeedie in Proceedings	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

	CAP: Punctuation: Commas and Ending Marks $RF. 1. 19 1.1.2c$	
	PA: Phoneme Categorization $RF. 1.2C$	
	PA: Phoneme Blending RF. 1.26	
Foundational Skills:	PA: Substitute Parts of Blends RF. K. 2	
 Concepts About Print (CAP) Phonological Awareness (PA) Phonics and Structural Analysis 	PA: Phoneme Segmentation $RF, 1.2c$	
	PA: Phonemic Manipulation RF. 1.2C DF 1.3	
(PSA)	PSA: Vowel Diphthong Sound-Spellings: ou, ow; Comparative Inflectional Endings: -er, est 1.1.4	4
• Fluency	PSA: r-Controlled Vowel Sound-Spellings $RF.1.39$	
	PSA: Long-Vowel Sound-Spellings $RF.1.3c$	
	Fluency: Self-Correcting RF. 1H	
	Fluency: Rate and Pausing RF, I, H	
Metacognitive & Fix-Up	Apply Cumulative Metacognitive Strategies RI/RL . $I.IO$	
	Fix-Up: Reread to Clarify or Confirm Understanding RI/RL, 1.10	
Comprehension	Describe the Connection Between Two Individuals, Events, Ideas, or Information \mathcal{RI} , 1.3	1
to Build Knowledge	Identify the Reasons an Author Gives to Support Points $RLLLS$	1
The state of the s	Identify Main Topic and Retell Key Details $RIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII$	1
Vocabulary	Use Context as a Clue to Determine Word Meaning 2.749	1
Writing	Informative Process Writing: Research Report	
Grammar	Commas L. 1. 2C	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions State, Clarify, and Support Ideas in a Constructive Conversation	

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

Spelling Words

Words with Diphthong /ou/	gown clown down pout shout	sprout mouse house before* done*
------------------------------	--	--

^{*} High-frequency words

KEY

word = where a word is explicitly taught

word' = unit number in which a word was

previously taught

word = subsequent appearance/s of a

word in a unit

word (1) = page number on which word

appears in selection

Vocabulary

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

My Reading & Writing Words	"The Breakfa trade (2) want (2) "Cushy Cow give (4)		"The Most Important Service" help ³ (40) "From Dairy Farm to You" buy (37)
General	"The Most In		"Cushy Cow Bonny"
Academic	Service"		help ³ (5)
Listening &	protect (39)	provide (38)	
Speaking (Tier 2)	needs (40)	help ³ (40)	
Domain- Specific Listening & Speaking (Tier 3)	"From Dairy service (36) buy (37)	Farm to You" good (36) provide (36)	"The Most Important Service" service (38)

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

Week I Comprehensive Literacy Planner

Essential Question: Why do people trade with each other?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended trade	book or a selection from the F	Read-Aloud Handbook.		
Metacognitive,	Introduce the Knowledge Focus: We Use Goods and Services Introduce the Blueprint	Build Reading Foundations: "The Breakfast Trade" L. 1. HC RF. 1.4	Build Reading Foundations: "Cushy Cow Bonny" R.F. 1.19 L.1.29 L.1.46	Build Reading Foundations: "Cushy Cow Bonny" P.F. 1.30	Build Reading Foundations: Poetry Out Loud! "The Animal Store"
omprehension, ocabulary, oncepts About rint, Fluency, Phonological wareness/	Build Reading RF. 1. 19 Foundations: 1. 12C "The Breakfast Trade" RT/RL . 1. 10	Phonics and Word Study: Vowel Sound /ou/; Comparative RF. Inflectional Endings / H -er, -est RF. 1.3 C	Phonics and Word Study: Vowel Sound /ou/; Comparative Inflectional Endings -er, -est RF. /. 2c	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. 1, 4	Phonics and Word Study: Review and Monitor Progress RF. 1.3C
honics Lessons 15–60 MIN.)	Phonics and Word Study: Vowel Sound /ou/ RF1.3 C /RF.1.2 C	Identify the Main Topic and Retell Key Details	Describe Connections Between Events $RI.3$	First Reading: Apply Strategies to Learn How People Use Goods and Services	Identify the Reasons an Author Gives to Support Points P.J.
	First Reading: Apply RI/ Strategies to Learn How People Use Goods and 1/10 Services RI./.	Details RI.1.8 RI/RL. 1.10	Build Vocabulary: Understand Multiple- Meaning Words RF. 1. H	RI/RL.1.10	Build Knowledge: We Use Goods and Service Begin the Blueprint
mall-Group eading ndependent eading & onferring	Meet with small groups of state Scaffold reading behaviors and Build fluency using the decode Revisit complex read-alouds. See additional small-group sug During Independent time: Ensure that all students read in	nd strategies using small-group lable readers or reader's theate gestions on the Unit Foldout.	er scripts and Reader's Theate	r Handbook lessons.	
	Confer with a few students or See additional independent sug				
Vriting and anguage essons 20 MIN.)	Informative Research Report Process Writing: Read and Analyze a Mentor Text C. /, 2 Grammar: Use Commas as Pauses L./.2C	Informative Research Report Process C./.2 Writing: Brainstorm and Choose a Topic Grammar: Use Commas in Dates	Informative Research Report Process C./.2 Writing: Ask Questions to Focus Research Grammar: Use Commas in Series L./-2.C	Informative Research Report Process Writing: Gather Information from Sources Grammar: Use Commas in Series	Informative Research Report Process C. / Writing: Plan and Organize Grammar: Use Commas L. / . 2 C
ndependent Vriting & onferring	Provide time for independent v				
ssessment 🎺	Monitor students' progress usir Administer the Unit Assessmen	-	portunities in each lesson.		

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: • Concepts About Print (CAP)	CAP: Punctuation: Commas and Ending Marks RF. 1.1 , L. 1.26	
	CAP: Reading from Left to Right and from Top to Bottom/Return Sweep RF.1.1 RF.K.	19
	PA: Substitute Parts of Blends $RF.K.2$	1
	PA: Phoneme Blending $RF.1.2b$	
	PA: Phoneme Isolation $RF. 1.2 C$	
	PA: Phoneme Segmentation RF. 1.2c	
Phonological Awareness (PA)Phonics and Structural Analysis	PA: Phonemic Manipulation RF. 1. 2c RF. 1. 3c/L.1.	:4c
(PSA)	PSA: Vowel Diphthong Sound-Spellings: ou/ow; Comparative Inflectional Endings: -er, -est	1
• Fluency	PSA: Vowel Diphthong Sound Spellings oi, oy; Suffix -ly $RF_1 / 3a / L . / .46$	1
	PSA: r-Controlled Vowel Sound-Spellings $RF. 1.39$	
	PSA: Long Vowel Sound-Spellings $RF. 1.3c$	
	Fluency: Phrasing RF. 1. 4	
	Fluency: Rate RF. 1.4	
Metacognitive & Fix-Up	Apply Cumulative Metacognitive Strategies RI/RL, 1.10	
	Fix-Up: Gain Information from Text and Pictures PLIA	
	Describe the Connection Between Two Individuals, Events, Ideas, or Information \mathcal{RI} , 1.3	1
Comprehension	Identify the Reasons an Author Gives to Support Points $RI.1.8$	1
to Build Knowledge	Identify Main Topic and Retell Key Details	1
	Identify Similarities and Differences Between Two Opinion Texts \mathcal{RI} , 1.9	
Vocabulary	Use Context as a Clue to Determine Word Meaning 1.1.49	1
Writing	Informative Process Writing: Research Report	
Grammar	Adjectives 2.1.1e	
	Commas L.1.2C	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions State, Clarify, and Support Ideas in a Constructive Conversation IPF	
Charles and a Marine I and a little of	End that he	

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

Spelling Words

Words with	foil	joy
	coil	boy
	soil	toy
Diphthong /oi/	coin	walk*
	join	buy*

^{*} 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	"A Pet Needs a Vet" need (6) want (7) help ³ (7)	"Rat-a-Tat-Tat" money (9) want (8) Goods and Services Are Important need (3)
General Academic Listening & Speaking (Tier 2)	Goods and Services Are Important energy (4) need (3) save lives (7) learn ⁶ (8) make life easier (8) work ³ (10) succeed (10)	"A Pet Needs a Vet" help ³ (7)
Domain- Specific Listening & Speaking (Tier 3)	Goods and Services Are Important goods (2) services (2) provide (3)	

^{✓=} 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 people trade with each other?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended t	rade book or a selection fror	n the Read-Aloud Handbook		
	Build Reading Foundations: "A Pet Needs a Vet" RF. 1.19 RL.1.1	Build Reading Foundations: "A Pet Needs a Vet"	Build Reading Foundations: "Rat-a-Tat-Tat" RF. 1. 1a L. 1.4	Build Reading Foundations: "Rat-a-Tat-Tat" RF 1.29	Build Reading RL./. Foundations: Poetry Out Loud! L./. "The Animal Store"
Metacognitive, Comprehension, Vocabulary, Concepts About	Phonics and Word Study: Vowel Sound /oi/ RF. /. 39 RF. /. 2C	Phonics and Word Study: Vowel Sound /oi/; Suffix -ly RF. 1.39/RF. 1.1	Phonics and Word Study: Vowel Sound /oi/; Suffix -ly + RF. I. 26	Phonics and Word Study: Apply Phonics and Vocabulary in Context RTRL.1.10	Phonics and Word Study: Review and Monitor Progress) RF1.4g /RF.1
Print, Fluency, & Phonological Awareness/ Phonics Lessons (45-60 MIN.)	First Reading: Apply Strategies to Learn How People Use Goods and Services	Identify Main Topic and Retell Key Details	Find Text Evidence: Describe Connections Between Two Pieces of Information in a Text RI/RL././	Find Text Evidence: Identify the Reasons an Author Gives to Support Points	Find Text Evidence: Identify Similarities in Two Opinion Texts R.J. 1.9 R.J. 1.8
	RI/RL.1.10	ILP.4	Build Vocabulary: Understand Multiple- Meaning Words RF.1.4 C	,	Build Knowledge: We Use Goods and Services Add to the Blueprint
Small-Group Reading	Build fluency using the d Revisit complex read-alo	ors and strategies using small lecodable readers or reader's	RI/RL.I.ID -group texts and teacher's gu s theater scripts and Reader's lout.		
Independent Reading & Conferring	Confer with a few student	ead independently to build vals on their text selections, ap	olume and stamina. plication of strategies, and/o Research and Inquiry Project		nent.
Writing and Language Lessons (20 MIN.)	Informative Research Report Process C12 Writing: Draft Grammar: Use Adjectives L.//e	Informative Research Report Process Writing: Draft C.1,2 Grammar: Use Adjectives L.1.1e	Informative Research Report Process Writing: Draft C.1.2 Grammar: Use Adjectives L.1.1e	Informative Research Report Process C. 1.2 Writing: Revise and Expand Grammar: Use Adjectives L. 1.16	Writing: Focus on Writer's Craft Grammar: Use
Independent Writing & Conferring	Provide time for independ	ent writing and conferring du	uring the small-group reading	g block.	
Assessment 🎺		s using the informal assessment at the end of the week	ent opportunities in each less	son.	

Week Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Punctuation: Commas and Ending Marks RF. 1.19 /L. 1.20	
	CAP: Reading from Left to Right and from Top to Bottom/Return Sweep RF, 1,1 a/RF. K.	19
	CAP: First Word Capitalization RF, 1.19	
	PA: Substitute Parts of Blends $PF \cdot K \cdot Z$	
	PA: Phoneme Blending $RF, 1.2b$	
Foundational Skills:	PA: Phoneme Isolation $RF, 1, 2C$	
• Concepts About Print (CAP) • Phonological Awareness (PA)	PA: Phoneme Segmentation $RF, I, 2c$	
Phonics and Structural Analysis	PA: Phonemic Manipulation RF, 1, 2c RF / 2/1/, 1	4
(PSA)	PSA: Vowel Diphthong Sound-Spellings: ou/ow; Comparative Inflectional Endings: -er, -est	1
• Fluency	PSA: Vowel Diphthong Sound Spellings oi/oy; Suffix -ly $RF_1/39/4/1.44$	1
	PSA: Vowel Sound-Spellings: oo (broom, book); Vowel Team Syllables $^{\prime}$ RF. 1.3 $^{\prime}$	1
	PSA: r-Controlled Vowel Sound-Spellings RF. 1.3 9	
	PSA: Long Vowel Sound-Spellings $RF.1.3c$	
	Fluency: Inflection, Intonation, and Stress $RF.1.4$	
	Fluency: Self-Correcting $RF.1.4$	
Metacognitive & Fix-Up	Apply Cumulative Metacognitive Strategies RI/R F. 1.10	
	Fix-Up: Read More Slowly and Think About the Words RI/RL. [10]	
Comprehension	Use Illustrations and Details to Describe Characters, Setting, or Events $RI, I, 2, RL, I, 7$	7
to Build Knowledge	Retell Stories and Demonstrate Understanding of the Central Message \mathcal{RI} , \mathcal{I} , \mathcal{Z}	
Vocabulary	Identify Root Words and Their Inflectional Forms $2.7,4c$	
Writing	Informative Process Writing: Research Report \mathcal{C} , \mathcal{I} , $\dot{\mathcal{Z}}$	
Grammar	Commas L.1.2C	
Grammai	Adjectives $\angle . /. /e$	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

Spelling Words

	bloom	good
Words with	room	wood
Long and	gloom	stood
Short oo	doom	does*
	hood	another*

^{*} 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 (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	"Pay and Play pay (10) buy (11) bears! (10)	y at the Zoo"	"Crocodile" <mark>dinner (13)</mark>	
General Academic Listening & Speaking (Tier 2)	The Shoemak customer (5) earn (2) money (12) little² (2) watched⁴ (13)	stitch (11) make a living (2) once ⁴ (2) lovely ^a (11)		

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 3 Comprehensive Literacy Planner

Essential Question: Why do people trade with each other?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended t	trade book or a selection from	m the Read-Aloud Handbook	•		
	Build Reading Foundations: "Pay and Play at the Zoo" RL, I. H	Build Reading Foundations: "Pay and Play at the Zoo"RF.1.39	Build Reading RF. Foundations: K.19 "Crocodile" RF.1.19	Build Reading Foundations: "Crocodile" RF. 1.3 c	Build Reading Foundations: Poetry Out Loud! "The Animal Store"	
Metacognitive, Comprehension, Vocabulary, Concepts About	Phonics and Word Study: Vowel Sounds /oo/ and /oo/ RF.1.20	Phonics and Word Study: Vowel Sounds /oo/ and / oo/; Vowel-Team RF// Syllables RF//39/	Phonics and Word Study: Vowel RF./,39 Sounds /00/ and / Joo/; Vowel-Team	and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress	
Print, Fluency, & Phonological Awareness/ Phonics Lessons	PF. 1. 3 C First Reading: Apply Strategies to Learn About Goods and	Retell Story Details and Identify Central Message	Find Text Evidence: Use Illustrations and Details to Describe	RF.1.4 Find Text Evidence: Retell Story Details and Identify Central	RF.1.3 Demonstrate Knowledge: We Use Goods and Services	
(45-60 MIN.)	RI.1.8 RI.1.2 RI/RL.1.10	RI.1.8 RI.1.2	Events RI. 1. 2 RL. 1. 7 Build Vocabulary: Identify Root Words and Their Inflectional Forms	Message RI.1.2 RL.1.7	Complete the Blueprin	
Small-Group Reading	Build fluency using the c Revisit complex read-alo	ors and strategies using smal decodable readers or reader'	人・/, 4し I-group texts and teacher's go s theater scripts and Reader's dout.		5.	
Independent Reading & Conferring	Confer with a few studer	read independently to build value on their text selections, ap	olume and stamina. Oplication of strategies, and/o		ment.	
Writing and Language Lessons (20 MIN.)	Informative Research Report Process Writing: Focus on Writers Craft C. 1.2 Grammar: Use Commas L.1.2C	Informative Research Report Process Writing: Edit Grammar: Use C./.2 Commas L.1.2C	Support C./. &	Informative Research Report Process Writing: Publish C. 1, 2 Grammar: Use Adjectives L.1.2C	Informative Research Report Process Writing: Share C./. 2 Grammar: Use Adjectives and Commas L./. 2	
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

	,	
	CAP: Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks	RF.1.1
	CAP: Uppercase Letters RF. 1.1a	
	PA: Phoneme Categorization RF. 1. 2.C.	
Foundational Skills:	PA: Delete Parts of Blends RF. 1.2C	
Concepts About Print (CAP)	PA: Phoneme Blending RF. 1. 2 b	
Phonological Awareness (PA)	PA: Phoneme Segmentation RF. J. 2.C	
Phonics and Structural Analysis (200)	PA: Phoneme Manipulation RF. 1. 2.C	
(PSA) • Fluency	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i) RF. 1.39, F	1
riacincy	PSA: Vowel Diphthong Sound-Spellings	
	PSA: Vowel Sound-Spelling oo 1.1.2d	
	Fluency: Pausing/Rate RF. 1. 4	
	Fluency: Self-Correcting RF. 1.4	
Metacognative & Fix-Up	Apply Cumulative Metacognitive Strategies RL/RI././O	
metatognative a rix-op	Fix-Up: Read Out Loud to Support Comprehension RLIRI.1.10	
Camarahansian	Draw Inferences to Identify Who is Telling the Story $RI.1.1$	
Comprehension to Build Knowledge	Identify Words and Phrases That Appeal to the Senses $RL.1.4$	1
•	Use Illustrations and Details to Describe Key Ideas $RI.1.7$	1
Vocabulary	Use Context as a Clue to the Meaning of Multiple Meaning Words	
Writing	Poetry Process Writing C.1.3	
Grammar	Irregular Plural Nouns L././C	
Urannudi	Correct Noun-Verb Agreement	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions TLP 4	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

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

Spelling Words

Words with	know knife	wreck gnat
Silent Letters:	knot	gnome
wr, kn, gn	write	better*
	wrote	very*

^{*} 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	"Dawn Is the Best Time of D sound (17) dark (16)	ay"	"Animal Talk" sounds (18) little² (18) hungry¹ (18) knows⁴ (18)	"Sounds I Love" sounds (44)
General Academic Listening & Speaking (Tier 2)	"Sounds I Love" shriek (44) clang (44) sounds (44) fire trucks³ (44)			
Domain- Specific Listening & Speaking (Tier 3)	"Heat Is All Aro transferred (46) energy ⁹ (46) give ⁹ (46) change ⁵ (47)	matter (47) helps³ (47) grow¹ (47)		

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

Week I Comprehensive Literacy Planner

Essential Question: How would our lives be different without sound, light, and heat?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 MIN.)	Choose a recommended tr	ade book or a selection fron	n the Read-Aloud Handbook.			
	Introduce the Knowledge Focus: Exploring Sound, Light, and Heat TLP 4 Introduce the Blueprint	Build Reading Foundations: "Dawn is the Best Time of Day"	Build Reading Foundations: "Animal Talk" RF. 1. 4	Build Reading Foundations: "Animal Talk"	Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds That the Animals Make"	
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological	Build Reading Foundations: "Dawn is the Best Time of Day" K.F. J. J.	RF. 1. 4 Phonics and Word Study: Silent Letters; Inflectional Endings (change y to i) RF. 1. 3 a 1 F	RF.1.3a, f Phonics and Word Study: Silent Letters; Inflectional Endings (change y to i) RF.1.3, a, f	RF. 1, 4 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. 1.2C	Rf. 1.3 a, f Phonics and Word Study: Review and Monitor Progress RF. 1.4	
Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Silent Letters RF. 1. 2C	Identify Words and Phrases That Appeal to the Senses	to Identify Who is Telling the Story	First Reading: Apply Strategies to Understand Heat	Use Illustrations and Details to Describe Key Ideas RI.1.	
,	First Reading: Apply Strategies to Learn About Sound	RL.1.4	RT. 1. Build Vocabulary: Use Context as a Clue to the Meaning of		Build Knowledge: Exploring Sound, Light and Heat	
	RI.1.7	RURI 1.10	Multiple Meaning Words L.1.4d	RI.1.10	Begin the Blueprint TUP 4	
Small-Group Reading Independent Reading & Conferring	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 skills development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.					
Writing and Language Lessons (20 MIN.)	Writing: Poetry Process Writing: Read and Analyze a Mentor Text Grammar: Irregular Plural Nouns	Writing: Poetry Process Writing: Brainstorm and Choose a Topic Grammar: Irregular Plural Nouns	Writing: Poetry Process Writing: Draft a Sensory Poem Grammar: Irregular Plural Nouns	Writing: Poetry Process Writing: Revise a Sensory Poem Grammar: Irregular Plural Nouns	Writing: Poetry Process Writing: Publish and Share a Sensory Poem Grammar: Irregular Plural Nouns	
Independent Writing & Conferring			uring the small-group reading	block.		
Assessment 🗸		using the informal assessmenent at the end of the week	ent opportunities in each less	on.		

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Dashes, Hyphens, Quotation Marks,	and Ending Punctuation Marks RF.	1.1
	CAP: Uppercase Letters	RF.1.19	
	PA: Phoneme Categorization	RF.1.2c	
	PA: Delete Parts of Blends	RF. 1.2C	
Foundational Skills:	PA: Phoneme Blending	RF. 1.26	
• Concepts About Print (CAP)	PA: Phoneme Segmentation	RF. 1.2C	
 Phonological Awareness (PA) Phonics and Structural Analysis (PSA) Fluency 	PA: Phonemic Manipulation	RF. 1.2c	
	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i)	RF.1.3 a, f	1
	PSA: Vowel Sound-Spellings: aw, au, augh, al; Suffixes -ful, -less	RF. 1.3a, L.1.2d	1
	PSA: Vowel Diphthong Sound-Spellings	L.1.2d	
	PSA: Vowel Sound-Spellings oo	L.1.2d	
	Fluency: Phrasing	RF. 1.4	
	Fluency: Self-Correcting	RF.1.4	
Matagagnativa & Eiv IIa	Apply Cumulative Metacognitive Strategies	RLIRI.1.10	
Metacognative & Fix-Up		RURI-1.10	
	Draw Inferences to Describe Setting	RI.1.1	1
Comprehension	Compare and Contrast the Adventures and Experiences of Charact	ers R L . 1 . 9	1
to Build Knowledge	Identify Words and Phrases That Appeal to the Senses	RL. 1.4	1
	Use Illustrations and Details to Describe Characters	RL.1.7	
Vocabulary	Identify Real-Life Connections Between Words and Their Use	1.1.4d	1
Writing	Poetry Process Writing	C-1.3	
Cuamman	Irregularly Conjugated Verbs	L.1.1d	
Grammar	Correct Noun-Verb Agreement	L.1.16	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer 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 Variant Vowel:	dawn drawn fawn	small fall wall
aw, au, augh,	caught	father*
al	taught	never*

^{*} 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 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 Clap My Hands" snap (14) move (15) sound (14)	"Good Vibrations" low (22) high (22) sounds (22) moves (22) snap (23)	I Hear with My Ears sounds (6)	
General Academic Listening & Speaking (Tier 2)	I Hear with My Ears handier (4) thunder (8) swishing (11) assists (16) sounds (6) help ³ (5)	"I Clap My Hands" sound (14)	"Good Vibrations" sound (22) moves (22)	

Week 2 Comprehensive Literacy Planner

Essential Question: How would our lives be different without sound, light, and heat?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection from	n the Read-Aloud Handbook	L		
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Build Reading Foundations: "I Clap My Hands" RF. 1.4 Phonics and Word Study: Vowel Sound /ô/ RF. 1.2 C First Reading: Apply Strategies to Learn About Sound	Build Reading Foundations: "I Clap My Hands" RF.1.4 Phonics and Word Study: Vowel Sound /ô/; Suffixes -ful, Ress F.1.3a, L.1.2d Identify Words and Phrases That Appeal to the Senses	Build Reading Foundations: "Good Vibrations" RF. 1.1 a Phonics and Word Study: Vowel Sound /ô/; Suffixes -ful, -less RF. 1.3 a, L.1.2 Find Text Evidence: Use Illustrations and Details to Describe Characters RL.1.7 Build Vocabulary: Make Connections Between Words and Their Use L.1.44	Build Reading Foundations: "Good Vibrations" RF.1.4 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2C Find Text Evidence: Draw Inferences to Describe Setting	Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds" RF. 1.3 a, L. 1.2 a Phonics and Word Study: Review and Monitor Progress RF. 1.4 Find Text Evidence: Compare and Contrast the Adventures and Experiences of Characters RL. 1.9 Build Knowledge: Exploring Sound, Light, and Heat Add to the Blueprint	
Small-Group Reading	Build fluency using theRevisit complex read-al	iors and strategies using small decodable readers or reader'	l-group texts and teacher's g s theater scripts and Reader'	s Theater Handbook lesson	TLP 4	
Independent Reading & Conferring	Confer with a few stude	ne: read independently to build vents on their text selections, apents suggestions (including the	volume and stamina. oplication of strategies, and/o	or foundational skill develo	pment.	
Writing and Language Lessons (20 MIN.)	Writing: Poetry Process Writing: Read and Analyze Mentor Texts Grammar: Irregular	Writing: Poetry Process Writing: Brainstorm and Choose a Topic Grammar: Irregular	Writing: Poetry Process Writing: Draft an Acrostic Poem Grammar: Irregular	Writing: Poetry Process Writing: Revise an Acrostic Poem Grammar: Irregular	Writing: Poetry Process Writing: Publish and Share an Acrostic Poem Grammar: Irregular	
(20 min.)	Verb Tenses	Verb Tenses	Verb Tenses	Verb Tenses	Verb Tenses	
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 week		son.		

Week Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks	F. 1.
	PA: Delete Parts of Blends RF. 1.2C	
	PA: Phoneme Isolation RF. 1. 2c	
	PA: Phoneme Blending RF. 1.2b	
Foundational Skills:	PA: Phoneme Segmentation RF. 1.2C	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Phonemic Manipulation RF. 1.2C	
 Phonological Awareness (PA) Phonics and Structural Analysis 	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i) $RF.1.3a$, F	1
(PSA)	PSA: Vowel Sound-Spellings: aw, au, augh, al; Suffixes -ful, -less RF. 1.39, 'L.1.2d	1
• Fluency	PSA: Long e (-y, -ey); Consonant -le Syllables $RF. 1.3c$	1
	PSA: Vowel Diphthong Sound-Spellings L. 1. 2d	
	PSA: Vowel Sound-Spellings oo L.1. 2d	
	Fluency: Pausing/Rate RF. 1.4	
	Fluency: Self-Correcting RF. 1. 4	
Metacognitive & Fix-Up	Apply Cumulative Metacognitive Strategies $RLIRI.I.IO$	
	Fix-Up: Reread to Understand the Text RLIRI.10	
Comprehension	Use Text Features to Locate Key Information $RI.1.5$	1
to Build Knowledge	Use Illustrations and Details to Describe Key Ideas $RI.1.7$	1
·	Explain Differences Between Stories and Informational Texts $RLIRI$. 1.9	1
Vocabulary	Identify Real-Life Connections Between Words and Their Use	1
Writing	Writing Reflections: Narrative, Informative/Explanatory, Opinion, Poetry	
	Irregular Plural Nouns L.1.1c	
Grammar	Irregularly Conjugated Verbs L.1.1d	
	Correct Noun-Verb Agreement L.1.16	
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	

Spelling Words

Words with Long e:	penny puppy windy	turkey chimney valley
-у, -еу	lucky	answer*
	hockey	any*

^{*} 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 Shadow"		"How Shade	"How Shadows Form"	
	shadow (24)		sunny (28)	sky ^a (29)	
My Reading &	fast ² (27)		dark (29)	sunlight® (29)	
Writing Words	little ² (24)				
			The Light Around Us dark (6) move (12)		
General Academic	The Light Around Us		"How Shadows Form"		
Listening &	dark (6)	give ⁹ (7)	dark (29)		
Speaking	move (12)	learn ⁶ (5)			
(Tier 2)	provide ⁹ (4)	observe ⁸ (12)			
Domain-Specific Listening & Speaking (Tier 3)	The Light Around Us		"How Shade	ows Form"	
	shines (7)	sources (14)	sunlight ^a (29)	
	clear (9)	sunlight® (4)			
	pass through (12)	fire ³ (4)			
	straight line (8)	block ⁶ (8)			

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 3 Comprehensive Literacy Planner

Essential Question: How would our lives be different without sound, light, and heat?

	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.							
	Build Reading Foundations: "My Shadow" R. F. 1.1	Build Reading Foundations: "My Shadow" RF. 1. 4	Build Reading Foundations: "How Shadows Form" R F. 1. [Build Reading Foundations: "How Shadows Form" RF. 1. 4	Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds" RF. 1.3C			
Metacognitive, Comprehension, Vocabulary,	Phonics and Word Study: Long e Spelled -y, -ey	Phonics and Word Study: Long e Spelled -y, -ey; Final-Stable Syllables: consonant	Phonics and Word Study: Long e Spelled -y, -ey; Final-Stable Syllables: consonant	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress			
Concepts About Print, Fluency,	RF. 1.3C	RF.1.3c	-le RF.1.3C	RF. 1.2C	RF.1.4			
& Phonological Awareness/ Phonics Lessons	First Reading: Apply Strategies to Learn About Light	Use Illustrations and Details to Describe Key Ideas	Find Text Evidence: Use Text Features to Locate Key	Find Text Evidence: Explain Differences Between Stories and	Demonstrate Knowledge: Exploring Sound, Light, and Hea			
(45-60 MIN.)			Information RT.1.5	Informational Text	Complete the Blueprin			
	RI.1.1	RI.1.5	Build Vocabulary: Identify Real- life Connections Between Words and	RLIRI. 1.9	ILP.4			
	RI.1.10		Their Use L.1.4d					
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	Writing Reflection: Narrative Writing	Writing Reflection: Informative/	Writing Reflection: Opinion Writing	Writing Reflection: Poetry Writing	Writing Reflection: Share Writing			
Language Lessons (20 MIN.)	Grammar: Noun- Verb Agreement with Irregular Plurals	Explanatory Writing Grammar: Noun- Verb Agreement with Irregular Plurals	Grammar: Noun- Verb Agreement with Irregular Plurals	Grammar: Noun- Verb Agreement with Irregular Plurals	Grammar: Noun- Verb Agreement with Irregular Plurals			
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.							
Assessment 🗸		s using the informal assessm ment at the end of the week	ent opportunities in each less -	son.				