

1st Unit 5

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	RI.1.2	HW.1	C.1.3	L.1.1
RF.1.2	RI.1.3			L.1.2
RF.1.3	RI.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	

# Strategies and Skills to Build Knowledge

## Grade 1 Unit 9

		Week 1	Week 2	Week 3	Assessed Skills		
<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	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				•	
	RF.1.2c	PA: Phoneme Categorization		•			
	RF.1.2b	PA: Phoneme Blending		•	•	•	
	RF.1.2c	PA: Phoneme Isolation			•	•	
	RF.K.2	PA: Substitute Parts of Blends		•	•	•	
	RF.1.2c	PA: Phoneme Segmentation		•	•	•	
	RF.1.2c	PA: Phonemic Manipulation		•	•	•	
	RF.1.3c L.1.4c	PSA: Vowel Diphthong Sound-Spellings: ou, ow; Comparative Inflectional Endings: -er, -est		•	•	•	✓
	RF.1.3a L.1.4b	PSA: Vowel Diphthong Sound-Spellings oi, oy; Suffix -ly			•	•	✓
	RF.1.3c	PSA: Vowel Sound-Spellings: oo (broom, book); Vowel Team Syllables				•	✓
	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		•		•	
	<b>Metacognitive &amp; Fix-Up</b>	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: Gain Information from Text and Pictures			•		
RI/RL.1.10		Fix-Up: Read Slowly and Think About the Words				•	
<b>Comprehension to Build Knowledge</b>	RI.1.3	Describe the Connection Between Two Individuals, Events, Ideas, or Information		•	•		✓
	RI.1.8	Identify the Reasons an Author Gives to Support Points		•	•		✓
	RI.1.8	Identify Main Topic and Retell Key Details		•	•		✓
	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				•	✓
RI.1.2	Retell Stories and Demonstrate Understanding of the Central Message				•	✓	
<b>Vocabulary</b>	L.1.4a	Use Context as a Clue to Determine Word Meaning		•	•		✓
	L.1.4c	Identify Root Words and Their Inflectional Forms				•	
<b>Writing</b>	C.1.2	Informative Process Writing: Research Report		•	•	•	
<b>Grammar</b>	L.1.2c	Commas		•	•	•	
	L.1.1e	Adjectives			•	•	
<b>Speaking and Listening to Demonstrate Knowledge</b>	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 1	Week 2	Week 3	Assessed Skills
<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	RF.1.1	CAP: Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks			
	RF.1.1a	CAP: Uppercase Letters			
	RF.1.2c	PA: Phoneme Categorization			
	RF.1.2c	PA: Phoneme Isolation			
	RF.1.2b	PA: Phoneme Blending			
	RF.1.2c	PA: Delete Parts of Blends			
	RF.1.2c	PA: Phoneme Segmentation			
	RF.1.2c	PA: Phonemic Manipulation			
	RF.1.3a	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i)			✓
	RF.1.3f	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i)			✓
	RF.1.3a	PSA: Vowel Sound-Spellings: aw, au, augh, al; Suffixes -ful, -less			✓
	L.1.2d	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				
<b>Metacognitive &amp; Fix-Up</b>	RI/RL.1.10	Apply Cumulative Metacognitive Strategies			
	RI/RL.1.10	Fix-Up: Read Out Loud to Support Comprehension			
	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			
<b>Comprehension to Build Knowledge</b>	RI.1.1	Draw Inferences to Describe Setting			✓
	RI.1.1	Draw Inferences to Identify Who is Telling the Story			
	RL.1.9	Compare and Contrast the Adventures and Experiences of Characters			✓
	RI.1.5	Use Text Features to Locate Key Information			✓
	RL.1.4	Identify Words and Phrases That Appeal to the Senses			✓
	RL.1.7	Use Illustrations and Details to Describe Characters			
	RI.1.7	Use Illustrations and Details to Describe Key Ideas			✓
RL.1.9	Explain Differences Between Stories and Informational Texts			✓	
RI.1.9					
<b>Vocabulary</b>	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			✓
<b>Writing</b>	C.1.3	Poetry Process Writing			
	C.1.1	Writing Reflections: Narrative, Informative/Explanatory, Opinion, Poetry			
<b>Grammar</b>	L.1.1c	Irregular Plural Nouns			
	L.1.1d	Irregularly Conjugated Verbs			
	L.1.1b	Correct Noun-Verb Agreement			
<b>Speaking and Listening to Demonstrate Knowledge</b>	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

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	<b>CAP: Punctuation: Commas and Ending Marks</b> RF.1.1a, L.1.2c	
	<b>PA: Phoneme Categorization</b> RF.1.2c	
	<b>PA: Phoneme Blending</b> RF.1.2b	
	<b>PA: Substitute Parts of Blends</b> RF.K.2	
	<b>PA: Phoneme Segmentation</b> RF.1.2c	
	<b>PA: Phonemic Manipulation</b> RF.1.2c	
	<b>PSA: Vowel Diphthong Sound-Spellings: ou, ow; Comparative Inflectional Endings: -er, est</b> RF.1.3c, L.1.4c ✓	
	<b>PSA: r-Controlled Vowel Sound-Spellings</b> RF.1.3a	
	<b>PSA: Long-Vowel Sound-Spellings</b> RF.1.3c	
	<b>Fluency: Self-Correcting</b> RF.1.4	
	<b>Fluency: Rate and Pausing</b> RF.1.4	
<b>Metacognitive &amp; Fix-Up</b>	<b>Apply Cumulative Metacognitive Strategies</b> RI/RL.1.10	
	<b>Fix-Up: Reread to Clarify or Confirm Understanding</b> RI/RL.1.10	
<b>Comprehension to Build Knowledge</b>	<b>Describe the Connection Between Two Individuals, Events, Ideas, or Information</b> RI.1.3 ✓	
	<b>Identify the Reasons an Author Gives to Support Points</b> RI.1.8 ✓	
	<b>Identify Main Topic and Retell Key Details</b> RI.1.8 ✓	
<b>Vocabulary</b>	<b>Use Context as a Clue to Determine Word Meaning</b> L.1.4a ✓	
<b>Writing</b>	<b>Informative Process Writing: Research Report</b> C.1.2	
<b>Grammar</b>	<b>Commas</b> L.1.2c	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	<b>Engage Effectively in Whole-Class and Peer Discussions State, Clarify, and Support Ideas in a Constructive Conversation</b> 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

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

\* High-frequency words

### KEY

word = where a word is explicitly taught  
 word<sup>1</sup> = 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.

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

# Week 1 Comprehensive Literacy Planner

**Essential Question:** Why do people trade with each other?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45-60 MIN.)	<b>Introduce the Knowledge Focus: We Use Goods and Services</b> <i>ILP.4</i> <b>Introduce the Blueprint</b>	<b>Build Reading Foundations: "The Breakfast Trade"</b> <i>L.1.4c</i> <i>RF.1.4</i>	<b>Build Reading Foundations: "Cushy Cow Bonny"</b> <i>RF.1.19</i> <i>L.1.29</i> <i>L.1.4c</i>	<b>Build Reading Foundations: "Cushy Cow Bonny"</b> <i>RF.1.3c</i>	<b>Build Reading Foundations: Poetry Out Loud! "The Animal Store"</b> <i>L.1.4c</i> <i>L.1.1b</i>
	<b>Build Reading Foundations: "The Breakfast Trade"</b> <i>RF.1.19</i> <i>L.1.2c</i> <i>RI/RL.1.10</i>	<b>Phonics and Word Study: Vowel Sound /ou/; Comparative Inflectional Endings -er, -est</b> <i>RF.1.3c</i>	<b>Phonics and Word Study: Vowel Sound /ou/; Comparative Inflectional Endings -er, -est</b> <i>RF.1.2c</i>	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> <i>RF.1.4</i>	<b>Phonics and Word Study: Review and Monitor Progress</b> <i>RF.1.3c</i>
	<b>Phonics and Word Study: Vowel Sound /ou/</b> <i>RF.1.3c</i> / <i>RF.1.2c</i>	<b>Identify the Main Topic and Retell Key Details</b> <i>RI.1.8</i>	<b>Describe Connections Between Events</b> <i>RI.3</i>	<b>First Reading: Apply Strategies to Learn How People Use Goods and Services</b> <i>RI/RL.1.10</i>	<b>Identify the Reasons an Author Gives to Support Points</b> <i>RI.1.8</i>
	<b>First Reading: Apply Strategies to Learn How People Use Goods and Services</b> <i>RI.1.1</i>	<i>RI/RL.1.10</i> <i>RI.1.1</i>	<b>Build Vocabulary: Understand Multiple-Meaning Words</b> <i>RF.1.4</i>	<i>RI/RL.1.10</i>	<b>Build Knowledge: We Use Goods and Services</b> <b>Begin the Blueprint</b> <i>ILP.4</i>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Confering</b>	<p><b>During Independent time:</b></p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and/or foundational skills development.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Informative Research Report Process Writing: Read and Analyze a Mentor Text</b> <i>C.1.2</i> <b>Grammar: Use Commas as Pauses</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Brainstorm and Choose a Topic</b> <i>C.1.2</i> <b>Grammar: Use Commas in Dates</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Ask Questions to Focus Research</b> <i>C.1.2</i> <b>Grammar: Use Commas in Series</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Gather Information from Sources</b> <i>C.1.2</i> <b>Grammar: Use Commas in Series</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Plan and Organize</b> <i>C.1.2</i> <b>Grammar: Use Commas</b> <i>L.1.2c</i>
<b>Independent Writing &amp; Confering</b>	Provide time for independent writing and confering during the small-group reading block.				
<b>Assessment</b> ✓	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

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

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

\* High-frequency words

### KEY

word = where a word is explicitly taught  
 word<sup>1</sup> = 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.

<b>My Reading &amp; Writing Words</b>	<b>"A Pet Needs a Vet"</b> need (6) want (7) help <sup>3</sup> (7)	<b>"Rat-a-Tat-Tat"</b> money (9) want (8) <b>Goods and Services Are Important</b> need (3)
<b>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>Goods and Services Are Important</b> energy (4)      need (3) save lives (7)      learn <sup>6</sup> (8) make life easier (8)      work <sup>2</sup> (10) succeed (10)	<b>"A Pet Needs a Vet"</b> help <sup>3</sup> (7)
<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>Goods and Services Are Important</b> goods (2)      services (2) provide (3)	

# Week 2 Comprehensive Literacy Planner

**Essential Question:** Why do people trade with each other?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45-60 MIN.)	<b>Build Reading Foundations:</b> "A Pet Needs a Vet" RF.1.1a	<b>Build Reading Foundations:</b> "A Pet Needs a Vet" RF.1.1a	<b>Build Reading Foundations:</b> "Rat-a-Tat-Tat" RF.1.1a	<b>Build Reading Foundations:</b> "Rat-a-Tat-Tat" RF.1.2a	<b>Build Reading Foundations:</b> Poetry Out Loud! "The Animal Store" RF.1.1a
	<b>Phonics and Word Study: Vowel Sound /oi/</b> RF.1.3a RF.1.2c	<b>Phonics and Word Study: Vowel Sound /oi/; Suffix -ly</b> RF.1.3a/RF.1.4	<b>Phonics and Word Study: Vowel Sound /oi/; Suffix -ly</b> RF.1.2b	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> RI/RL.1.10	<b>Phonics and Word Study: Review and Monitor Progress</b> RF.1.4a/RF.1.3a
	<b>First Reading: Apply Strategies to Learn How People Use Goods and Services</b> RI.1.3 RI/RL.1.10	<b>Identify Main Topic and Retell Key Details</b> RI.1.8 ILP.4	<b>Find Text Evidence: Describe Connections Between Two Pieces of Information in a Text</b> RI/RL.1.10	<b>Find Text Evidence: Identify the Reasons an Author Gives to Support Points</b> RI.1.8	<b>Find Text Evidence: Identify Similarities in Two Opinion Texts</b> RI.1.9 RI.1.8
			<b>Build Vocabulary: Understand Multiple-Meaning Words</b> RF.1.4c RI/RL.1.10		<b>Build Knowledge: We Use Goods and Services</b> ILP.4 <span style="background-color: #ffccbc; padding: 2px;">Add to the Blueprint</span>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> <p>See additional small-group suggestions on the unit foldout.</p>				
<b>Independent Reading &amp; Confering</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and/or foundational skill development.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Informative Research Report Process Writing: Draft</b> C.1.2 <b>Grammar: Use Adjectives</b> L.1.1e	<b>Informative Research Report Process Writing: Draft</b> C.1.2 <b>Grammar: Use Adjectives</b> L.1.1e	<b>Informative Research Report Process Writing: Draft</b> C.1.2 <b>Grammar: Use Adjectives</b> L.1.1e	<b>Informative Research Report Process Writing: Revise and Expand</b> C.1.2 <b>Grammar: Use Adjectives</b> L.1.1e	<b>Informative Research Report Process Writing: Focus on Writer's Craft</b> C.1.2 <b>Grammar: Use Adjectives</b> L.1.1e
<b>Independent Writing &amp; Confering</b>	Provide time for independent writing and confering during the small-group reading block.				
<b>Assessment</b> ✓	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

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	CAP: Punctuation: Commas and Ending Marks	RF.1.1a / L.1.2c	
	CAP: Reading from Left to Right and from Top to Bottom/Return Sweep	RF.1.1a / RF.K.1a	
	CAP: First Word Capitalization	RF.1.1a	
	PA: Substitute Parts of Blends	RF.K.2	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Isolation	RF.1.2c	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: Vowel Diphthong Sound-Spellings: ou/ow; Comparative Inflectional Endings: -er, -est	RF.1.3c / L.1.4c	✓
	PSA: Vowel Diphthong Sound Spellings oi/oy; Suffix -ly	RF.1.3a / L.1.4b	✓
	PSA: Vowel Sound-Spellings: oo (broom, book); Vowel Team Syllables	RF.1.3c	✓
	PSA: r-Controlled Vowel Sound-Spellings	RF.1.3a	
	PSA: Long Vowel Sound-Spellings	RF.1.3c	
Fluency: Inflection, Intonation, and Stress	RF.1.4		
Fluency: Self-Correcting	RF.1.4		
<b>Metacognitive &amp; Fix-Up</b>	Apply Cumulative Metacognitive Strategies	RI/RF.1.10	
	Fix-Up: Read More Slowly and Think About the Words	RI/RL.1.10	
<b>Comprehension to Build Knowledge</b>	Use Illustrations and Details to Describe Characters, Setting, or Events	RI.1.2, RL.1.7	
	Retell Stories and Demonstrate Understanding of the Central Message	RI.1.2	
<b>Vocabulary</b>	Identify Root Words and Their Inflectional Forms	L.1.4c	
<b>Writing</b>	Informative Process Writing: Research Report	C.1.2	
<b>Grammar</b>	Commas	L.1.2c	
	Adjectives	L.1.1e	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in Whole-Class and Peer Discussions 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

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

\* High-frequency words

### KEY

word = where a word is explicitly taught  
 word<sup>1</sup> = 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.

<b>My Reading &amp; Writing Words</b>	<b>"Pay and Play at the Zoo"</b> pay (10) buy (11) bears <sup>1</sup> (10)	<b>"Crocodile"</b> dinner (13)
	<b>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>The Shoemaker and the Elves</b> customer (5)    stitch (11) earn (2)        make a living (2) money (12)      once <sup>1</sup> (2) little <sup>2</sup> (2)       lovely <sup>8</sup> (11) watched <sup>1</sup> (13)



# Week 3 Comprehensive Literacy Planner

**Essential Question:** Why do people trade with each other?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45-60 MIN.)	<b>Build Reading Foundations:</b> "Pay and Play at the Zoo" <i>RL.1.4</i>	<b>Build Reading Foundations:</b> "Pay and Play at the Zoo" <i>RF.1.3a</i>	<b>Build Reading Foundations:</b> <i>RF. K.1a</i> "Crocodile" <i>RF.1.1a</i>	<b>Build Reading Foundations:</b> "Crocodile" <i>RF.1.3c</i>	<b>Build Reading Foundations:</b> Poetry Out Loud! "The Animal Store" <i>RF.1.3d</i>
	<b>Phonics and Word Study: Vowel Sounds /oo/ and /oo/</b> <i>RF.1.2c</i> <i>RF.1.3c</i> <b>First Reading: Apply Strategies to Learn About Goods and Services</b> <i>RI.1.8</i> <i>RI.1.2</i> <i>RI/RL.1.10</i>	<b>Phonics and Word Study: Vowel Sounds /oo/ and /oo/; Vowel-Team Syllables</b> <i>RF.1.4</i> <i>RF.1.3a</i> <b>Retell Story Details and Identify Central Message</b> <i>RI.1.8</i> <i>RI.1.2</i>	<b>Phonics and Word Study: Vowel Sounds /oo/ and /oo/; Vowel-Team Syllables</b> <i>RF.1.4</i> <i>RF.1.3a</i> <b>Find Text Evidence: Use Illustrations and Details to Describe Characters and Events</b> <i>RI.1.2</i> <i>RI.1.7</i> <b>Build Vocabulary: Identify Root Words and Their Inflectional Forms</b> <i>L.1.4b</i>	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> <i>RF.1.4</i> <b>Find Text Evidence: Retell Story Details and Identify Central Message</b> <i>RI.1.2</i> <i>RL.1.7</i>	<b>Phonics and Word Study: Review and Monitor Progress</b> <i>RF.1.3c</i> <b>Demonstrate Knowledge: We Use Goods and Services</b> <b>Complete the Blueprint</b> <i>ILP4</i> <i>L.1.1e</i>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> See additional small-group suggestions on the unit foldout.				
<b>Independent Reading &amp; Confering</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and/or foundational skill development.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Informative Research Report Process Writing: Focus on Writers Craft</b> <i>C.1.2</i> <b>Grammar: Use Commas</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Edit</b> <i>C.1.2</i> <b>Grammar: Use Commas</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Edit to Add Visual Support</b> <i>C.1.2</i> <b>Grammar: Use Adjectives</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Publish</b> <i>C.1.2</i> <b>Grammar: Use Adjectives</b> <i>L.1.2c</i>	<b>Informative Research Report Process Writing: Share</b> <i>C.1.2</i> <b>Grammar: Use Adjectives and Commas</b> <i>L.1.2c</i>
<b>Independent Writing &amp; Confering</b>	Provide time for independent writing and confering during the small-group reading block.				
<b>Assessment</b> ✓	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

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	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.1.2c	
	PA: Delete Parts of Blends	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phoneme Manipulation	RF.1.2c	
	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i)	RF.1.3a, f	✓
	PSA: Vowel Diphthong Sound-Spellings	L.1.2d	
	PSA: Vowel Sound-Spelling oo	L.1.2d	
	Fluency: Pausing/Rate	RF.1.4	
	Fluency: Self-Correcting	RF.1.4	
	<b>Metacognitive &amp; Fix-Up</b>	Apply Cumulative Metacognitive Strategies	RL/RI.1.10
Fix-Up: Read Out Loud to Support Comprehension		RL/RI.1.10	
<b>Comprehension to Build Knowledge</b>	Draw Inferences to Identify Who is Telling the Story	RI.1.1	
	Identify Words and Phrases That Appeal to the Senses	RL.1.4	✓
	Use Illustrations and Details to Describe Key Ideas	RI.1.7	✓
<b>Vocabulary</b>	Use Context as a Clue to the Meaning of Multiple Meaning Words	L.1.4d	
<b>Writing</b>	Poetry Process Writing	C.1.3	
<b>Grammar</b>	Irregular Plural Nouns	L.1.1c	
	Correct Noun-Verb Agreement	L.1.1b	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in Whole-Class and Peer Discussions 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

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

\* High-frequency words

#### KEY

word = where a word is explicitly taught

word<sup>1</sup> = 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.

<b>My Reading &amp; Writing Words</b>	<b>"Dawn Is the Best Time of Day"</b> sound (17) dark (16)	<b>"Animal Talk"</b> sounds (18) little <sup>2</sup> (18) hungry <sup>4</sup> (18) knows <sup>4</sup> (18)	<b>"Sounds I Love"</b> sounds (44)
<b>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>"Sounds I Love"</b> shriek (44) clang (44) sounds (44) fire trucks <sup>3</sup> (44)		
<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>"Heat Is All Around Us"</b> transferred (46) energy <sup>6</sup> (46) give <sup>9</sup> (46) change <sup>5</sup> (47)	matter (47) helps <sup>3</sup> (47) grow <sup>1</sup> (47)	

# Week 1 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45–60 MIN.)	<p><b>Introduce the Knowledge Focus: Exploring Sound, Light, and Heat</b> <i>ILP 4</i></p> <p><b>Introduce the Blueprint</b></p> <p><b>Build Reading Foundations: "Dawn is the Best Time of Day"</b> <i>RF.1.4</i></p> <p><b>Build Reading Foundations: "Dawn is the Best Time of Day"</b> <i>RF.1.4</i></p> <p><b>Phonics and Word Study: Silent Letters; Inflectional Endings (change y to i)</b> <i>RF.1.2c</i></p> <p><b>Phonics and Word Study: Silent Letters</b> <i>RF.1.1a</i></p> <p><b>First Reading: Apply Strategies to Learn About Sound</b> <i>RF.1.2c</i></p> <p><i>RI.1.7</i></p>	<p><b>Build Reading Foundations: "Dawn is the Best Time of Day"</b> <i>RF.1.4</i></p> <p><b>Phonics and Word Study: Silent Letters; Inflectional Endings (change y to i)</b> <i>RF.1.3a,f</i></p> <p><b>Identify Words and Phrases That Appeal to the Senses</b> <i>RL.1.4</i></p> <p><i>RI.1.10</i></p>	<p><b>Build Reading Foundations: "Animal Talk"</b> <i>RF.1.4</i></p> <p><b>Phonics and Word Study: Silent Letters; Inflectional Endings (change y to i)</b> <i>RF.1.3a,f</i></p> <p><b>Draw Inferences to Identify Who is Telling the Story</b> <i>RI.1.1</i></p> <p><b>Build Vocabulary: Use Context as a Clue to the Meaning of Multiple Meaning Words</b> <i>L.1.4d</i></p>	<p><b>Build Reading Foundations: "Animal Talk"</b> <i>RF.1.4</i></p> <p><b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> <i>RF.1.2c</i></p> <p><b>First Reading: Apply Strategies to Understand Heat</b></p> <p><i>RI.1.10</i></p>	<p><b>Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds That the Animals Make"</b> <i>RF.1.3a,f</i></p> <p><b>Phonics and Word Study: Review and Monitor Progress</b> <i>RF.1.4</i></p> <p><b>Use Illustrations and Details to Describe Key Ideas</b> <i>RI.1.7</i></p> <p><b>Build Knowledge: Exploring Sound, Light, and Heat</b></p> <p><b>Begin the Blueprint</b> <i>ILP 4</i></p>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout. <i>RLIRI.1.10</i></p>				
<b>Independent Reading &amp; Conferring</b>	<p>During Independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and/or foundational skills development.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons</b> (20 MIN.)	<p><b>Writing: Poetry Process Writing: Read and Analyze a Mentor Text</b></p> <p><b>Grammar: Irregular Plural Nouns</b></p>	<p><b>Writing: Poetry Process Writing: Brainstorm and Choose a Topic</b></p> <p><b>Grammar: Irregular Plural Nouns</b></p>	<p><b>Writing: Poetry Process Writing: Draft a Sensory Poem</b></p> <p><b>Grammar: Irregular Plural Nouns</b></p>	<p><b>Writing: Poetry Process Writing: Revise a Sensory Poem</b></p> <p><b>Grammar: Irregular Plural Nouns</b></p>	<p><b>Writing: Poetry Process Writing: Publish and Share a Sensory Poem</b></p> <p><b>Grammar: Irregular Plural Nouns</b></p>
<b>Independent Writing &amp; Conferring</b>	<p><i>C.1.3, L.1.1b,c</i></p> <p>Provide time for independent writing and conferring during the small-group reading block.</p>				
<b>Assessment</b> ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.</p>				

# Week 2 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	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.1.2c	
	PA: Delete Parts of Blends	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i)	RF.1.3a, f	✓
	PSA: Vowel Sound-Spellings: aw, au, augh, al; Suffixes -ful, -less	RF.1.3a, L.1.2d	✓
	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	
	<b>Metacognitive &amp; Fix-Up</b>	Apply Cumulative Metacognitive Strategies	RLRI.1-10
Fix-Up: Stop and Think About the Author's Purpose		RLRI.1-10	
<b>Comprehension to Build Knowledge</b>	Draw Inferences to Describe Setting	RI.1.1	✓
	Compare and Contrast the Adventures and Experiences of Characters	RL.1.9	✓
	Identify Words and Phrases That Appeal to the Senses	RL.1.4	✓
	Use Illustrations and Details to Describe Characters	RL.1.7	
<b>Vocabulary</b>	Identify Real-Life Connections Between Words and Their Use	L.1.4d	✓
<b>Writing</b>	Poetry Process Writing	C.1.3	
<b>Grammar</b>	Irregularly Conjugated Verbs	L.1.1d	
	Correct Noun-Verb Agreement	L.1.1b	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in 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

<b>Words with Variant Vowel:</b> aw, au, augh, al	dawn	small
	drawn	fall
	fawn	wall
	caught	father*
	taught	never*

\* High-frequency words

<b>KEY</b>
word = where a word is explicitly taught
word <sup>1</sup> = 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.

<b>My Reading &amp; Writing Words</b>	<b>"I Clap My Hands"</b> snap (14) move (15) sound (14)	<b>"Good Vibrations"</b> low (22) high (22) sounds (22) moves (22) snap (23)	<b>I Hear with My Ears</b> sounds (6)
<b>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>I Hear with My Ears</b> handier (4) thunder (8) swishing (11) assists (16) sounds (6) help <sup>3</sup> (5)	<b>"I Clap My Hands"</b> sound (14)	<b>"Good Vibrations"</b> sound (22) moves (22)

# Week 2 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/ Phonics Lessons</b> (45–60 MIN.)	<p><b>Build Reading Foundations: "I Clap My Hands"</b> RF.1.4</p> <p><b>Phonics and Word Study: Vowel Sound /ô/</b> RF.1.2C</p> <p><b>First Reading: Apply Strategies to Learn About Sound</b></p> <p>RL RI.1.10</p>	<p><b>Build Reading Foundations: "I Clap My Hands"</b> RF.1.4</p> <p><b>Phonics and Word Study: Vowel Sound /ô/; Suffixes -ful, -less</b> RF.1.3a, L.1.2d</p> <p><b>Identify Words and Phrases That Appeal to the Senses</b></p> <p>RL.1.4</p>	<p><b>Build Reading Foundations: "Good Vibrations"</b> RF.1.1a</p> <p><b>Phonics and Word Study: Vowel Sound /ô/; Suffixes -ful, -less</b> RF.1.3a, L.1.2d</p> <p><b>Find Text Evidence: Use Illustrations and Details to Describe Characters</b></p> <p>RL.1.7</p> <p><b>Build Vocabulary: Make Connections Between Words and Their Use</b> L.1.4d</p>	<p><b>Build Reading Foundations: "Good Vibrations"</b> RF.1.4</p> <p><b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> RF.1.2C</p> <p><b>Find Text Evidence: Draw Inferences to Describe Setting</b></p> <p>RI.1.1</p>	<p><b>Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds..."</b> RF.1.3a, L.1.2d</p> <p><b>Phonics and Word Study: Review and Monitor Progress</b> RF.1.4</p> <p><b>Find Text Evidence: Compare and Contrast the Adventures and Experiences of Characters</b> RL.1.9</p> <p><b>Build Knowledge: Exploring Sound, Light, and Heat</b></p> <p>Add to the Blueprint ILP 4</p>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> <p>See additional small-group suggestions on the unit foldout.</p> <p>RL RI.1.10</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and/or foundational skill development.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons</b> (20 MIN.)	<p><b>Writing: Poetry Process Writing: Read and Analyze Mentor Texts</b></p> <p><b>Grammar: Irregular Verb Tenses</b></p>	<p><b>Writing: Poetry Process Writing: Brainstorm and Choose a Topic</b></p> <p><b>Grammar: Irregular Verb Tenses</b></p> <p>C.1.3, L.1.1 b,d</p>	<p><b>Writing: Poetry Process Writing: Draft an Acrostic Poem</b></p> <p><b>Grammar: Irregular Verb Tenses</b></p>	<p><b>Writing: Poetry Process Writing: Revise an Acrostic Poem</b></p> <p><b>Grammar: Irregular Verb Tenses</b></p>	<p><b>Writing: Poetry Process Writing: Publish and Share an Acrostic Poem</b></p> <p><b>Grammar: Irregular Verb Tenses</b></p>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	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

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	CAP: Punctuation in Context: Dashes, Hyphens, Quotation Marks, and Ending Punctuation Marks	RF.1.1	
	PA: Delete Parts of Blends	RF.1.2c	
	PA: Phoneme Isolation	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: Silent Letters wr, kn, gn; Inflectional Endings (Change y to i)	RF.1.3a, f	✓
	PSA: Vowel Sound-Spellings: aw, au, augh, al; Suffixes -ful, -less	RF.1.3a, L.1.2d	✓
	PSA: Long e (-y, -ey); Consonant -le Syllables	RF.1.3c	✓
	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.1.10
Fix-Up: Reread to Understand the Text		RLIRI.1.10	
Comprehension to Build Knowledge	Use Text Features to Locate Key Information	RI.1.5	✓
	Use Illustrations and Details to Describe Key Ideas	RI.1.7	✓
	Explain Differences Between Stories and Informational Texts	RLIRI.1.9	✓
Vocabulary	Identify Real-Life Connections Between Words and Their Use	L.1.4d	✓
Writing	Writing Reflections: Narrative, Informative/Explanatory, Opinion, Poetry	C.1.1	
Grammar	Irregular Plural Nouns	L.1.1c	
	Irregularly Conjugated Verbs	L.1.1d	
	Correct Noun-Verb Agreement	L.1.1b	
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	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

<b>Words with Long e: -y, -ey</b>	penny	turkey
	puppy	chimney
	windy	valley
	lucky	answer*
	hockey	any*

\* High-frequency words

<b>KEY</b>
word = where a word is explicitly taught
word <sup>1</sup> = 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.

<b>My Reading &amp; Writing Words</b>	<b>"My Shadow"</b> shadow <sup>24</sup> fast <sup>27</sup> little <sup>24</sup>	<b>"How Shadows Form"</b> sunny <sup>28</sup> sky <sup>29</sup> dark <sup>29</sup> sunlight <sup>29</sup>
		<b>The Light Around Us</b> dark <sup>6</sup> move <sup>12</sup>
<b>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>The Light Around Us</b> dark <sup>6</sup> give <sup>7</sup> move <sup>12</sup> learn <sup>5</sup> provide <sup>4</sup> observe <sup>12</sup>	<b>"How Shadows Form"</b> dark <sup>29</sup>
<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>The Light Around Us</b> shines <sup>7</sup> sources <sup>14</sup> clear <sup>9</sup> sunlight <sup>4</sup> pass through <sup>12</sup> fire <sup>4</sup> straight line <sup>8</sup> block <sup>8</sup>	<b>"How Shadows Form"</b> sunlight <sup>29</sup>

# Week 3 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45-60 MIN.)	<b>Build Reading Foundations: "My Shadow"</b> RF.1.1 Phonics and Word Study: Long e Spelled -y, -ey RF.1.3c First Reading: Apply Strategies to Learn About Light RI.1.1 RI.1.10	<b>Build Reading Foundations: "My Shadow"</b> RF.1.4 Phonics and Word Study: Long e Spelled -y, -ey; Final-Stable Syllables: consonant -le RF.1.3c Use Illustrations and Details to Describe Key Ideas RI.1.5	<b>Build Reading Foundations: "How Shadows Form"</b> RF.1.1 Phonics and Word Study: Long e Spelled -y, -ey; Final-Stable Syllables: consonant -le RF.1.3c Find Text Evidence: Use Text Features to Locate Key Information RI.1.5 Build Vocabulary: Identify Real-life Connections Between Words and Their Use L.1.4d	<b>Build Reading Foundations: "How Shadows Form"</b> 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 RL   RI.1.9	<b>Build Reading Foundations: Poetry Out Loud! "I Know All the Sounds..."</b> RF.1.3c Phonics and Word Study: Review and Monitor Progress RF.1.4 Demonstrate Knowledge: Exploring Sound, Light, and Heat Complete the Blueprint ILP.4
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> See additional small-group suggestions on the unit foldout. RL   RI.1.10				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and/or foundational skill development.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Writing Reflection: Narrative Writing</b> Grammar: Noun-Verb Agreement with Irregular Plurals	<b>Writing Reflection: Informative/Explanatory Writing</b> Grammar: Noun-Verb Agreement with Irregular Plurals	<b>Writing Reflection: Opinion Writing</b> Grammar: Noun-Verb Agreement with Irregular Plurals	<b>Writing Reflection: Poetry Writing</b> Grammar: Noun-Verb Agreement with Irregular Plurals	<b>Writing Reflection: Share Writing</b> Grammar: Noun-Verb Agreement with Irregular Plurals
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block. C.1.1, L.1.1 b,c,d				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				