

Unit 1: The Classroom Community Fiction, Nonfiction, and Poetry					Unit 2: Focus on Making Connections Fiction and Poetry			Unit 3: Focus on Retelling Fiction		
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3
Texts	• This Is the Way We Go to School: A Book About Children Around the World • "New Friends"	• Alma and How She Got Her Name • "Willaby Wallaby Woo"	• Flower Garden • Places In My Neighborhood	• It's Mine! • Seven Blind Mice	• Matthew and Tilly • "Make New Friends" • "The Train is Coming" • "Where is Thumbkin?"	• McDuff and the Baby • Over in the Meadow: A Counting Rhyme • "The Train is Coming" • "Where is Thumbkin?"	• Chrysanthemum • "Bippity Boppity Bumblebee" • "Kitty Caught a Caterpillar"	• The Stray Dog • "My Dog's First Poem"	• An Extraordinary Egg	• Fritz and the Beautiful Horses
Purpose	The focus of this unit is to build the classroom community and create a caring environment conducive to learning. In Reading, the students share their reading lives and develop an enjoyment of reading. They engage in activities that build phonological awareness and informally explore making text-to-self connections. In Independent Work, they learn procedures for independent work rotations and build stamina for working independently. In Vocabulary, the students learn four words from each week's texts and discuss synonyms. In handwriting, they engage in activities that prepare them for instruction in letter formation. Socially, the students learn how to work and participate responsibly as they carry out the procedures of the classroom community.				In the Reading lessons in this unit, students are formally introduced to making connections to texts by thinking about how the events and characters in texts remind them of their own lives. They also consider how they can use the lessons they learn from texts in their own lives. The students continue to build concepts of print, phonological awareness, and oral fluency through shared reading activities. The students begin Individualized Daily Reading (IDR), where they read independently, share their reading, and confer with the teacher. In Vocabulary, students review previously learned words and learn four new words from each week's texts. They are introduced to the suffix <i>-er</i> , the inflectional ending <i>-ing</i> , shades of meaning, and words with multiple meanings. They also review synonyms. In Handwriting, the students prepare for letter-formation instruction, which starts in Unit 3. Socially, the students continue to learn how to work and participate responsibly in the classroom community and learn skills that will help them communicate and work with others.			In the Reading lessons in this unit, the students retell events in stories. They use illustrations to recall the events and think about the order of events in the story. They continue to make text-to-self connections, and they discuss important characters in stories. They also explore syllables and identify patterns in the texts. During IDR, the students begin reading "just-right" books and confer with the teacher about the books they are reading. They also practice retelling what they read with a partner. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They are introduced to the prefixes <i>re-</i> and <i>in-</i> , the suffix <i>-y</i> , and antonyms. The students also review shades of meaning and the inflectional ending <i>-ing</i> . In Handwriting, students continue to learn and practice forming lowercase letters by writing individual words, letters, and sentences. Socially, the students build their communication skills by speaking clearly and sharing their partners' thinking with the class. Being responsible for sharing one another's thinking encourages the students to actively listen to one another and ask for clarification, when needed. They also continue to work and participate responsibly.		
Whole-Class Instruction: Reading, Vocabulary, Handwriting, Independent Work										
Reading	Students will: • Listen to and discuss a story and a poem • Make text-to-self connections • Read and sort names • Identify rhyming words • Review high-frequency words: he, she, can't, isn't, get, to, no, yes, down, go, my	Students will: • Listen to and discuss a story and a poem • Make text-to-self connections • Learn, sing, and chorally read a song • Read and sort names • Learn and play a rhyming game • Review high-frequency words: where, by, here, saw, they, little, was, put, what, do, like	Students will: • Listen to and discuss a story and a nonfiction book • Make text-to-self connections • Explore point of view • Echo read and chorally read part of a story • Count words in a line and rebuild a line from the story • Review high-frequency words: have, home, of, said, her, his, come, out, some, say, says, so	Students will: • Listen to and discuss fables • Discuss the messages of fables • Echo and chorally read a part of a fable • Rebuild part of the fable • Review high-frequency words: Words from weeks 1–3	Students will: • Listen to and discuss a story • Make text-to-self connections • Discuss characters' feelings and the story's message • Sing and chorally read a song and discuss its message • Identify rhyming words • Rebuild the lines of the song • Learn procedures for IDR and read independently	Students will: • Listen to and discuss a story • Make text-to-self connections • Draw and write about text-to-self connections • Chorally read a story • Act out parts of the story • Identify rhyming words • Read Independently	Students will: • Listen to and discuss a story • Make text-to-self connections • Discuss the story's message • Listen to and chorally read a poem • Clap on and count syllables to help hear and identify units of sound • Sort name cards by number of syllables • Read independently	Students will: • Listen to and discuss a story • Explore the story's illustrations • Retell the Story • Echo read, chorally read, and discuss a poem • Explore point of view • Identify and discuss rhyming words and replace missing words from the poem • Learn a procedure for and practice choosing "just-right" books • Read independently	Students will: • Listen to and discuss fiction • Retell the story • Draw and write about part of the story • Echo read, chorally read, and discuss two familiar stories • Clap on and count syllables and identify the pattern in the story • Learn the purpose of and procedure for conferring about books • Read independently and retell	Students will: • Listen to and discuss a story • Make text-to-self connections • Retell the story and draw and write about the story events • Sequence story events and use sequence words to retell events • Chorally read and echo read familiar poems in poetry readers • Discuss alliteration • Read independently and retell
Vocabulary	Begins in Week 3.	Begins in Week 3.	Students will: • Learn and use the words pedestrian, passenger, eager, and assortment	Students will: • Learn and use the words quarrel, rumble, tremble, and peaceful • Discuss synonyms	Students will: • Draw and write about vocabulary words • Learn and use the words accuse, crabby, stomp, and wonder • Discuss the suffix <i>-er</i> • Review synonyms • Discuss shades of meaning	Students will: • Learn and use the words arrive, admire, squint, and indulge • Review synonyms • Review the suffix <i>-er</i> • Discuss the inflectional ending <i>-ing</i>	Students will: • Learn and use the words miserable, possession, humorous, and beam • Review shades of meaning and synonyms • Discuss words with multiple meanings	Students will: • Draw and write about vocabulary words • Learn and use the words revisit, ecstatic, pursue, and convince • Discuss the prefix <i>re-</i> • Review shades of meaning	Students will: • Learn and use the words ordinary, extraordinary, accurate, and inaccurate • Discuss antonyms • Review the prefix <i>in-</i>	Students will: • Learn and use the words splendid, glossy, stumble, and dependable • Discuss the suffix <i>-y</i> • Review the inflectional ending <i>-ing</i>
Handwriting	Begins in Week 3.	Begins in Week 3.	Students will: • Participate in hand-strengthening activities.	Students will: • Review hand-strengthening activities • Practice gross-motor movements and good posture	Students will: • Review hand-strengthening activities • Learn and practice the pincer and pencil grips	Students will: • Review hand-strengthening activities • Practice pincer and pencil grips • Explore wipe-off boards	Students will: • Review pencil grip • Trace lines and circles • Solve mazes	Students will: • Learn and practice forming the lowercase letters: c, o, s	Students will: • Learn and practice forming the lowercase letters: l, t, i	Students will: • Review and practice forming the lowercase letters: c, o, s, l, t, i

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	Independent Work: Foundation Settting Lessons									
Independent Practice	Students will: • Learn the purposes of independent work • Learn the purposes and procedures for independent reading and word work • Build stamina for reading and working independently • Develop independent work habits	Students will: • Choose books for toolboxes • Learn the purposes of and procedures for independent writing • Discuss writing ideas • Build stamina for working independently • Develop independent work habits	Students will: • Learn procedures for reading and exchanging books • Discuss and choose writing ideas • Write to share information • Explore new word work materials • Build stamina for working independently • Review work habits	Students will: • Learn and practice procedures for working in and rotating through the three work areas • Build stamina for working independently • Develop independent work habits	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)
Social Development	Students will: • Learn and practice classroom procedures • Work responsibly • Listen carefully • Share thinking	Students will: • Learn and practice "Turn to Your Partner" • Participate and work responsibly	Students will: • Listen carefully and respectfully • Share thinking • Work responsibly	Students will: • Take responsibility for learning and behavior • Listen carefully and respectfully	Students will: • Listen carefully and respectfully • Participate responsibly • Take turns talking and listening	Students will: • Listen carefully and respectfully • Participate responsibly • Respond in caring ways	Students will: • Listen respectfully • Take turns talking and listening • Participate responsibly	Students will: • Handle and share materials responsibly • Listen respectfully • Speak clearly • Participate responsibly	Students will: • Speak clearly • Work and participate responsibly	Students will: • Share partners' thinking • Speak clearly • Work responsibly in pairs • Participate responsibly
	Small-Group Reading Instruction									
Comprehension, Phonics, Fluency, and Decoding			Begin assessing students for for small- group reading placement	Continue assessing your students for for small-group reading placement	Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1–12" tab.					

Unit 4: Focus on Visualizing Poetry and Fiction					Unit 5: Focus on Wondering Fiction and Nonfiction			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Texts	• "School Bus" and "Sliding Board" from Did You See What I Saw? Poems About School	• Sheep Out to Eat • "Hippopotamus Stew"	• When Winter Comes • "In a Winter Meadow"	• The Snowy Day • "Listen"	• The Frog Who Wanted to See the Sea • One Duck Stuck	• The Story of Jumping Mouse • "Mice"	• Biblioburro: A True Story from Columbia • "When You Can Read"	• Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah • No Two Alike
Purpose	In the Reading lessons, students visualize to enjoy and understand poems and stories. They think about words in texts that help them visualize, including sensory details and onomatopoeia. They also continue to build concepts of print, phonological awareness, and oral fluency through shared reading activities. During IDR, students are introduced to self-monitoring and they continue to confer with the teacher about books they are reading. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They are introduced to the inflectional endings -s and -ed . They review the suffix -er , the inflectional ending -ing , and shades of meaning. In Handwriting, the students continue to learn and practice forming lowercase letters and they also learn to form punctuation marks. Socially, students learn and use the cooperative structure "Think, Pair, Share." They continue to work responsibly, listen carefully, and share their partners' thinking with the class. They practice responding to one another's work in caring ways and reflect on their own behavior and their work with partners.				In the Reading lessons, students use wondering to understand fiction and nonfiction stories. They refer to the texts to determine whether the things they wonder are explained, and they continue to use previously learned strategies when reading independently. The students continue to build concepts of print, phonological awareness, and oral fluency through shared reading lessons. During IDR, the students wonder as they read independently and share what they wondered with the class and in pairs. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They review the inflectional endings -s and -ed , the prefixes in- and re- , multiple meanings of words, antonyms, and synonyms. They are introduced to the inflectional endings -es , the prefix un- , and using context to determine word meanings. In Handwriting, the students continue to learn and practice forming lowercase letters. Socially, the students develop skills to help them share and explain their thinking. These skills help the students build confidence when expressing their thinking and also encourage them to listen to and be accepting of other people's ideas.			
Whole-Class Instruction: Reading, Vocabulary, Handwriting, Independent Work								
Reading	Students will: • Listen to and visualize a poem • Identify sensory details and draw mental images • Echo read and chorally read a poem • Learn a procedure for and practice self-monitoring • Read independently and self-monitor	Students will: • Listen to and discuss a story • Identify and discuss the pattern in the story • Chorally read and echo read the story • Discuss figurative language in the story • Identify rhyming words • Generate rhyming words • Sort words by spelling pattern • Discuss multiple spellings for the sound /o/	Students will: • Listen to and discuss a poem • Visualize the poem • Act out the poem • Echo read a poem • Use hand motions to act out the poem • Read the poem chorally	Students will: • Listen to and discuss a book • Discuss what they learn from the book • Make text-to-self connections • Chorally read a book • Read the words up, down, and around and find them in the book • Discuss typography in the book • Sort foods by how they grow	Students will: • Listen to and discuss a story • Wonder and make predictions • Refer to the text to support thinking • Identify and discuss the pattern in a story • Chorally read with attention to punctuation • Read independently and self-monitor and retell	Students will: • Listen to, discuss, and wonder about parts of a legend • Refer to the text to support thinking • Write about what is wondered • Listen to, visualize, and discuss a poem • Echo read and chorally read the poem • Read independently, wonder, and visualize	Students will: • Listen to, discuss, and wonder about nonfiction text • Refer to the text to support thinking • Listen to and discuss a poem • Echo read and chorally read a poem • Identify rhyming words and discuss repetition in the poem • Read independently and wonder	Students will: • Listen to and discuss a nonfiction text • Wonder and write about a text and refer to the text to support thinking • Discuss a common theme across texts • Draw and write about connections • Echo read and chorally read a story and explore the story's illustrations • Discuss typography and use punctuation • Read independently and wonder
Vocabulary	Students will: • Learn and use the words glide, thrilling, commute, and stuffed • Review the suffix -er	Students will: • Draw and write about vocabulary words • Learn and use the words appetite, chomp, commotion, and pout • Discuss the inflectional ending -s	Students will: • Learn and use the words scurry, dart, wilt, and wonder • Review the inflectional ending -ed	Students will: • Learn and use the words frigid, heaping, firm, and adventure • Review shades of meaning • Review the suffix -er	Students will: • Draw and write about vocabulary words • Learn and use the words zip, vanish, unseen, and terrified • Review words with multiple meanings • Review the inflectional endings -s and -es • Discuss the prefix -un • Review antonyms • Use context to determine word meanings	Students will: • Learn and use the words exhausted, great, generous, and reappear • Review using context to determine word meanings • Review words with multiple meanings • Review the prefix re-	Students will: • Learn and use the words remote, enrich, inconvenient, and convenient • Review the inflectional ending -es • Review the prefix in- • Review antonyms	Students will: • Learn and use the words lunge, earn, train, and persuade • Review using context to determine word meanings • Review multiple meaning words • Review synonyms • Review the inflectional ending -ed
Handwriting	Students will: • Learn and practice writing the lowercase letters: u, v, w	Students will: • Learn and practice writing the lowercase letters: a, d, g	Students will: • Review and practice writing the lowercase letters: u, v, w, a, d, g	Students will: • Learn to form ending punctuation (? and !) • Practice writing sentences with ending punctuation (? and !)	Students will: • Learn and practice forming the lowercase letters: e, f, q	Students will: • Learn and practice forming the lowercase letters: r, n, m	Students will: • Write words and sentences	Students will: • Learn and practice forming the lowercase letters: h, b, p

Unit 4: Focus on Visualizing Poetry and Fiction					Unit 5: Focus on Wondering Fiction and Nonfiction			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
	Independent Work Rotations							
Independent Practice	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)
Social Skill Development	Students will: • Learn and use the procedure for "Think, Pair, Share" • Work and participate responsibly	Students will: • Listen carefully • Share partners' thinking • Work and participate responsibly	Students will: • Listen carefully • Work and participate responsibly	Students will: • Act in caring ways • Listen carefully • Share partners' thinking • Work and participate responsibly	Students will: • Share and explain their thinking • Share partners' thinking • Work and participate responsibly	Students will: • Share and explain thinking • Participate responsibly	Students will: • Share and explain thinking • Participate responsibly	Students will: • Listen respectfully and respond in caring ways • Share and explain thinking • Share partners' thinking • Participate responsibly
	Small-Group Reading Instruction							
Comprehension, Phonics, Fluency, and Decoding	Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1–12" tab.							

Unit 6: Focus on Making Connections Nonfiction and Fiction				Unit 7: Focus on Wondering Nonfiction and Poetry				Unit 8: Focus on Using Text Features Nonfiction, Fiction, and Poetry				
	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 5
Texts	• Doctors Help	• A Day in the Life of a Garbage Collector • "Trash Collectors" from People Who Help: A Kid's Guide to Community Heroes	• Construction Workers Help • "Bulldozer"	• Bugs for Lunch • A House Spider's Life	• A Butterfly's Life Cycle • "From Egg to Butterfly" (video) • "Caterpillars"	• An Elephant Grows Up • A Pig is Big	• A Turtle's Life Cycle • "The Little Turtle"	• Seeds • Up, Down, and Around	• Throw Your Tooth on the Roof • "My Loose Tooth"	• An Elephant Grows Up • The Napping House	• An Elephant Grows Up • The Napping House	• Teacher-selected website • Review books
Purpose	In the Reading lessons, students make connections with nonfiction as they engage in an across-grades study of communities. In grade 1, students focus on people who work in communities. They learn about the work that doctors, trash collectors, and construction workers do and the ways in which that work benefits communities. The students also explore punctuation, beat, personification, and contractions in familiar texts. During IDR, they read nonfiction books and practice making connections. In Vocabulary, the students review previously learned words and learn new words from each week's texts. They are introduced to the suffix <i>-or</i> and review the suffix <i>-y</i> and the prefix <i>un-</i> . They also review using context to determine word meanings, recognizing words with multiple meanings, using the inflectional ending <i>-s</i> , and recognizing synonyms. In Handwriting, the students learn and practice the stroke sequences for the remaining lowercase letters. Socially, students continue to work and participate responsibly. They think about how to treat each other in caring ways and reflect on their own behavior.			In the Reading lessons, the students use wondering to help them understand nonfiction texts as they engage in an across-grades exploration of animal life. In grade 1, the students listen to books about spiders, butterflies, elephants, and turtles to learn about the ways different animals change as they grown into adults. They identify information and learn about each animal and reflect on what they have learned about animal change at the end of the unit. During IDR, students wonder and identify what they learn about topics of nonfiction texts they read independently. They also continue to build concepts of print, phonological awareness, and oral fluency through shared reading activities. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They review the prefixes <i>in-</i> and <i>re-</i> ; the inflectional endings <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i> ; and antonyms, shades of meaning, and words with multiple meanings. Socially, the students continue to work and participate in responsible ways as they develop the skill of contributing ideas that are different from others' ideas during class discussions.				In the Reading lessons, the students listen to and discuss expository nonfiction books and use text features to locate information within the books and build knowledge about topics. They also follow a research plan and learn about using digital text features to navigate a website while researching a topic. The students revisit familiar poems and big books and think about which texts they enjoyed and why. In the final week of the program, the students reflect on the strategies they have learned and how they have changed as readers. During IDR, the students use text features and other comprehension strategies they have learned, and share their reading lives. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They review the prefixes <i>in-</i> and <i>un-</i> , the inflectional ending <i>-ing</i> , antonyms, synonyms, and words with multiple meanings. Socially, the students apply the skills they have learned throughout the year that help them take responsibility when working independently, in pairs, and as a class. They also reflect on their experiences with their classroom community and what they liked about working together.				
Whole-Class Instruction: Reading, Vocabulary, Handwriting, Independent Work												
Reading	Students will: • Listen to and discuss a nonfiction book • Discuss information learned • Make and write about text-to-self connections • Echo read and chorally read with attention to punctuation • Explore a story's illustrations • Read independently, self-monitor, and make connections	Students will: • Listen to and discuss nonfiction texts • Discuss information learned • Compare and contrast two nonfiction texts and write about the topic • Revisit a familiar poem and discuss beat • Echo read and chorally read familiar poems • Read independently and make connections	Students will: • Listen to and discuss a nonfiction book and a poem • Discuss information learned • Make, write about, and share text- to-self connections • Echo read and chorally read the poems • Discuss personification • Discuss and identify contractions • Read independently and make connections	Students will: • Listen to and discuss nonfiction books • Wonder about the topics of nonfiction books • Identify and discuss information learned from the text and illustrations • Echo read and chorally read a book • Read independently and self-monitor	Students will: • Listen to, discuss, and wonder about a nonfiction book and watch and discuss a video • Wonder about the topics of nonfiction texts and discuss information learned • Listen to and discuss a poem and make text-to-text connections • Echo read, chorally read, and rebuild the poem • Read independently, wonder, and learn	Students will: • Listen to, discuss, and wonder about a nonfiction book • Identify, discuss, and write about information learned • Chorally read parts of a book • Discuss patterns and contractions in the book • Read independently, wonder, and learn	Students will: • Listen to, discuss, and wonder about nonfiction books • Discuss information learned about animal change • Draw and write about animal change • Echo read and chorally read a poem and learn the hand motions for the poem • Read independently, wonder, and learn	Students will: • Listen to and discuss a nonfiction book • Use text features to discuss information learned from the books • Echo read and chorally read a book • Sort words into categories • Read independently and self-monitor, use text features, and discuss information learned	Students will: • Listen to, visualize, and discuss a nonfiction book • Make connections between ideas in a book • Use and write about text features • Listen to, visualize, and discuss a poem • Echo read and chorally read a poem and discuss rhyme and repetition • Read independently, visualize, and use text features	Students will: • Listen to and discuss a nonfiction book again • Write about information learned from a text feature • Listen to, discuss, and make predictions about a story • Retell and chorally read the story • Read independently and use comprehension strategies	Students will: • Follow a research plan • Generate a question about a familiar topic • Explore a website and use and discuss text features • Discuss, write, and draw pictures of information learned from online research • Revisit and chorally read familiar books and discuss favorites • Read independently and use comprehension strategies	Students will: • Listen to and discuss a story • Discuss the story's message and make text-to-self connections • Discuss favorite kinds of books and write and share plans for summer reading • Revisit and read familiar poems and discuss favorites • Reflect on contributions to the classroom community • Read independently and revisit reading lives
Vocabulary	Students will: • Learn and use the words healthy, unhealthy, patient, and prevent • Review the suffix <i>-y</i> • Review the prefix <i>un-</i> • Review using context to determine word meanings • Review words with multiple meanings • Review the inflectional ending <i>-s</i>	Students will: • Draw and write about vocabulary words • Learn and use the words collect, inspect, dump, and landfill • Review the suffix <i>-or</i> • Review the inflectional ending <i>-s</i>	Students will: • Learn and use the words construct, architect, excavate, and operate • Review synonyms • Review the suffix <i>-or</i>	Students will: • Learn and use the words multiple, risky, locate, and munch • Review antonyms • Review the inflectional ending <i>es</i> • Review shades of meaning	Students will: • Learn and use the words cycle, hover, migrate, and journey	Students will: • Learn and use the words popular, gather, vegetation, and remain • Review the inflectional endings <i>-ing</i> and <i>-s</i>	Students will: • Draw and write about vocabulary words • Learn and use the words inactive, hibernate, restart, and snap • Review the prefixes <i>in-</i> and <i>re-</i> • Review the inflectional ending <i>-ed</i> • Review words with multiple meanings	Students will: • Learn and use the words <i>source</i> , <i>develop</i> , <i>scatter</i> , and <i>flourish</i> • Review words with multiple meanings • Review the inflectional ending <i>-ing</i>	Students will: • Learn and use the words <i>replace</i> , <i>gleam</i> , <i>favor</i> , and <i>interview</i> • Review synonyms	Students will: • Draw and write about vocabulary words • Learn and use the words <i>essential</i> , <i>inessential</i> , <i>stage</i> , and <i>restless</i> • Review the prefix <i>in-</i>	Students will: • Learn and use the words <i>knowledge</i> , <i>research</i> , <i>credible</i> , and <i>compare</i>	Students will: • Learn and use the words <i>slurp</i> , <i>odd</i> , <i>untidy</i> , and <i>tidy</i> • Review synonyms and antonyms • Review the prefix <i>un-</i>
Handwriting	Students will: • Learn and practice forming the lowercase letters: <i>j</i> , <i>y</i>	Students will: • Learn and practice forming the lowercase letters: <i>x</i> , <i>z</i> , <i>k</i>	Students will: • Write words and sentences									

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Independent Work Rotations												
Independent Practice	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)	Students will: Engage in independent work rotations (reading, writing, and word work)
Social Skill Development	Students will: - Act in caring ways - Share partners' thinking - Participate responsibly	Students will: - Act in caring ways - Participate in partner work and class discussion - Work and participate responsibly	Students will: - Participate responsibly and reflect on partner work - Act in caring ways - Participate responsibly	Students will: - Share and explain thinking - Share partners' thinking - Work and participate responsibly	Students will: - Contribute different ideas - Work and participate responsibly	Students will: - Contribute different ideas - Repeat what classmates say - Work and participate responsibly	Students will: - Contribute different ideas - Work and participate responsibly	Students will: - Share thinking - Speak clearly - Work and participate responsibly	Students will: - Listen carefully and respectfully - Work and participate responsibly	Students will: - Contribute different ideas - Work and participate responsibly	Students will: - Work responsibly in pairs - Participate in pairs	Students will: - Reflect on behavior - Work responsibly in pairs - Listen carefully - Share partners' thinking - Participate responsibly
Small-Group Reading Instruction												
Comprehension, Phonics, Fluency, and Decoding	Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1–12" tab.											

	Grade-Level Expectation: Kindergarten															
	Set 1								Set 2							
Purpose	The Set 1 lessons are designed for students in the first stages of understanding the alphabetic principle—that letters stand for sounds. Phonological awareness is developed through daily activities. Spelling-sounds and high-frequency words are introduced gradually. The students learn 4 short vowel spelling-sounds, 11 consonant spelling-sounds, and 16 high-frequency words. The books taught in the first two weeks use only high-frequency words, which allows the students to start reading real books immediately.								Set 2 readers understand the alphabetic principle and have mastered 4 short vowel spelling-sounds and 11 consonant spelling-sounds. Their high-frequency word vocabulary is expanding. In these lessons, phonological awareness is extended to blending onsets and rimes. Spelling-sound relationships include consonant digraphs. By the end of this set, the students will have learned all the consonant and vowel spelling-sounds. The books in this set include nonfiction titles about single topics, such as sled dogs and animal homes. The fiction stories continue to focus on single events. Readers at this level are likely to be reading slowly, word-by-word, which limits their comprehension. Questions that accompany each book focus the students’ attention on making meaning from what they have read.							
Length	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)
Text	<i>We Can Read</i> Fiction	<i>We Can’t See</i> Fiction	<i>Nan and Sam</i> Fiction	<i>It Can Sit!</i> Expository nonfiction <i>Nat the Rat</i> (Reteaching) Fiction	<i>Go Down, Fat Fish</i> Fiction	<i>Where Is My Hat?</i> Fiction <i>Can You See My Fish</i> (Reteaching) Fiction	<i>My Cat Dot</i> Fiction	<i>The Kick</i> Fiction <i>Kat and Rick Get a Rock</i> (Reteaching) Fiction	<i>Rub-a-Dub-Dub</i> Fiction	<i>Pat and Pam</i> Fiction <i>The Pet</i> (Reteaching) Fiction	<i>Gus</i> Fiction	<i>We Have Homes Wag</i> (Reteaching) Expository nonfiction	<i>Sled Dogs</i> Narrative nonfiction	<i>What Vets Do</i> Nonfiction <i>We Have Fish</i> (Reteaching) Fiction	<i>Fish for Max</i> Fiction	<i>On the Job</i> Nonfiction <i>A Bad Fox</i> (Reteaching) Fiction
Phonological Awareness (Days 1–2)	Blending/ segmenting: cvc words with <i>s, n, a</i>	Blending/ segmenting: cvc words with <i>m, t, s, n, a</i>	Blending/ segmenting: cvc words with <i>s, n, a, m, t, r, i</i>		Blending/ segmenting: cvc words with <i>s, n, a, m, t, r, i, f</i>	Blending/ segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u</i>			Blending/ segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b</i>	Blending/ segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b, p</i>	Blending/ segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b, p, l, g</i>	Blending/ segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b, p, l, g, e, w</i>	Blending/ identifying last sound		Blending/ identifying middle sound	
Phonological Awareness (Day 3)	Identifying first sound						Identifying middle sound		Blending onsets and rimes: /at/	Blending onsets and rimes: /an/	Blending onsets and rimes: /it/	Blending onsets and rimes: /ot/ /og/	Blending onsets and rimes: /in/	Blending onsets and rimes: /et/	Blending onsets and rimes: /en/	Identifying middle sound
Spelling-Sounds	Consonant sounds: <i>s /s/, n /n/</i>	Consonant sounds: <i>m /m/, t /t/</i>	Short vowel sound: <i>a /ă/</i>	Consonant sound: <i>r /r/</i> Short vowel sound: <i>i /ĭ/</i>	Consonant sound: <i>f /f/</i>	Consonant sound: <i>h /h/</i> Short vowel sound: <i>u /ŭ/</i>	Consonant sound: <i>d /d/</i> Short vowel sound: <i>o /ŏ/</i>	Consonant sound: <i>c, ck, k /k/</i>	Consonant sound: <i>b /b/</i>	Consonant sound: <i>p /p/</i>	Consonant sounds: <i>l /l/, g /g/</i>	Short vowel sound: <i>e /ĕ/</i> Consonant sound: <i>w /w/</i>	Diagraph: <i>th /th/ /TH/</i> , Consonant sound: <i>y /y/</i>	Consonant sound: <i>v /v/</i> Diagraph: <i>sh /sh/</i>	Consonant sound: <i>x /ks/</i> Diagraph: <i>ch, _tch /ch/</i>	Consonant sounds: <i>z /z/, j, dge /j/</i>
High-Frequency Words	he, she	can’t, isn’t	to, get	no, yes	down, go	where, my	by, here	saw, they	was, little	put, what	do, like	have, home	said, of	her, his	some, come, out	say, says, so
Guided Spelling	s, n	m, t	tan, and man, Sam, see Sam ran.	ram, rat, to in, it, get Nan sat.	fit, tan, yes in, fat, no The man fit.	hat, tan, down hut, fun, go Sam can hum.	fan, did, where mom, hot, my Dot had fun.	cat, had, by cap, dock, here Cam is sick.	bat, hit, saw big, cub, they Bud was sad.	fit, sack, was pick, map, little The pup hid.	lock, pup, what hug, lap, put Is Gus big?	hen, mud, do den, web, like I got wet.	path, big, have leg, yap, home See this yak.	fun, vet, said mash, van, of I like the vet.	six, box, her fox, chin, his He saw a fox.	zip, fun, come Liz, jog, out My job is fun.
Comprehension	Reading meaningful text to develop a sense of themselves as readers	Beginning to understand the single event in the story and characters							Beginning to understand the single event in the story and characters			Beginning to make meaning from the single topic nonfiction text			Beginning to understand the single event in the story and characters	Beginning to making meaning from the single topic nonfiction text
Foundational Skills Assessment	Entry point			Mastery Test 1		Group Assessment 1		Mastery Test 2	Entry point	Group Assessment 2		Mastery Test 3		Group Assessment 3		Mastery Test 4

	Meets or Exceeds Grade-Level Expectation for End-of-year Kindergarten Students								Grade-level Expection: Grade 1							
	Set 3								Set 4							
Purpose	Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together. Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters’ feelings and how they change, and making inferences.								Set 4 readers have mastered consonant-vowel-consonant (CVC) words and are ready for final e spellings and vowel digraphs. At this point in their development, the students must go beyond simply sounding out words from left to right. They must now look at all parts of a word to read it, and it may take some time to develop this habit. Because of the more challenging decoding, they may continue to read slowly. However, some students may be developing fluency in reading by phrases, rather than word by word. Set 4 lessons introduce final e spellings with and without inflectional endings, the vowel digraphs ee and ea, and the r-controlled vowels. The more complex plots of fiction stories require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, and identifying characters’ feelings and how they change.							
Length	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)
Text	Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling Nonfiction	The Good Little Ducks, Part 1 The Good Little Ducks, Part 2 Fiction	The Jug of Water Fiction	Where Is Mom? Fiction The Skunk (Reteaching) Narrative nonfiction	Drip Drop Fiction	Make Plum Jam Narrative nonfiction The Band (Reteaching) Fiction	The Spelling Test Fiction	Winter Fun Nonfiction The Clowns (Reteaching) Fiction	A Hike by the Lake Fiction	Life in a Plains Tribe, Part 1 Life in a Plains Tribe, Part 2 Expository nonfiction	Snakes! Expository nonfiction	A Cold Ride Fiction Get Out and Get Fit (Reteaching) Expository nonfiction	Out My Window Fiction	What Little Deer Eat Fiction A Good Team (Reteaching) Fiction	Bird School Fiction	Fox Spills the Stars Folktale Sharks! (Reteaching) Expository nonfiction
Phonological Awareness (Days 1–2)	Blending/identifying middle sound		Blending /segmenting ccvc or cvcc words with sn, st	Blending/ segmenting words with sn, st	Blending/ segmenting words with fl, fr, s	Blending/ segmenting words with pl, sm, s	Blending/ segmenting words with sp, pl	Blending /segmenting words with long vowels	Blending /segmenting words with long vowels		Blending/identifying middle sound		Producing rhymes: /ung/, /ate/	Producing rhymes: /ake/	Orally identifying syllables	
Phonological Awareness (Day 3)	Blending onsets and rimes: /ed/	Blending onsets and rimes: /ill/	Blending onsets and rimes: /un/	Blending onsets and rimes: /uck/	Blending onsets and rimes: /est/	Producing rhymes: /at/	Producing rhymes: /an/	Producing rhymes: /it/	Producing rhymes: /in/	Producing rhymes: /ot/ /og/	Producing rhymes: /all/	Producing rhymes: /ank/	Phonological awareness is dropped on Day 3 to allow more time to discuss the week’s book.			
Spelling-Sounds	Digraphs: wh /wh/, ng /ng/, -ing /ing/	Inflectional ending: _ed /t/, /d/, /əd/ Digraph: qu /khw/	Blends: sn /sn/, st /st/	Blends: fl /fl/, fr /fr/ Inflectional ending: _s /s/, /z/	Blends: gr /gr/, dr /dr/	Blends: pl /pl/, sm /sm/	Blends: sp /sp/, cl /kl/	Blends: sk /sk/, sl /sl/	Long vowel sounds: a_e /ā/, i_e /ī/, e_e /ē/	Long vowel sounds: o_e /ō/, u_e /ū/	Inflectional ending: s with final e	Inflectional ending: ing with final e	Inflectional ending: ed with final e	ee, ea /ē/	r-controlled vowel sounds: er, ir, ur /ūr/	r-controlled vowel sounds: ar /ār/, or /ōr/
High-Frequency Words	make, there, be	look, good	want, water, from	for, again	many, people	your, very	could, would, should, were	both, does	every, other, mother, brother	woman, women, boy	toward, over	their, old, cold, told	one, two	don’t, won’t, too	who, school	thought, father
Guided Spelling	which, when, say whiz, thing, so She can sing.	back, wing, make thing, quit, there	snap, king, look fast, stuck, good Stan had a snack.	lost, flock, water flap, frog, want Did the frog flip?	grip, drop, for drip, buds, again Water can drip.	plum, plot, many smock, mush, people Are plums good?	bus, test, your bag, shut, very We can spell.	skid, fast, could sled, slick, were We could slip.	cave, gate, both pile, slide, does We like snakes.	hole, cone, every same, plume, mother That rope is mine.	slide, stones, woman shapes, bite, women Some snakes bite.	ride, shaking, toward hats, shining, over They like biking.	waded, swim, their smiled, hiked, cold Can she slide.	see, feels, two eats, peas, one Mother eats beets.	girl, perch, too turn, teach, told The girl went first.	dark, plan, who hiding, formed, school Many stars shine.
Comprehension	Beginning to making meaning from text	Making meaning from a two-episode text	Using illustrations to confirm what you read	Identifying characters’ feelings	Making inferences Making text-to-self connections	Sequencing/ retelling	Identifying characters’ feelings	Making inferences Making text-to-self connections	Compound words Abbreviations	Compound words Using illustrations to support vocabulary	Identifying what you learned from nonfiction	Making text-to-self connections	Identifying homophones Sequencing/ retelling	Identifying homophones Making text-to-self connections	Sequencing /retelling	Understanding folktales
Foundational Skills Assessment	Entry point	Group Assessment 4		Mastery Test 5		Group Assessment 5		Mastery Test 6	Entry point	Group Assessment 6		Mastery Test 7		Group Assessment 7		Mastery Test 8

	Grade-level Expecation: Grade 1													
	Set 5													
Purpose	Set 5 readers are ready to tackle two-syllable words. To do this, they continue to develop the habit of looking at all parts of a word before reading it. With teacher guidance, they begin to break longer words into syllables and then read words by putting syllables together. At the same time, these readers rapidly acquire spelling-sound knowledge of complex vowels in single-syllable words. Accuracy and automaticity are well-established, allowing the students to read increasingly sophisticated text. Set 5 lessons introduce two-syllable decoding, complex vowels, final y , and silent letters <i>k</i> and <i>w</i> . Nonfiction books in this set include unfamiliar topics with more complex content, such as why we have night and day on Earth and how glaciers shape land. Comprehension questions continue to informally address topics taught in depth in later sets, such as making connections between texts and identifying what is learned from a book. Students who have mastered long-vowel and r-controlled spellings are likely to be able to read easy-to-read trade books (books at Fountas and Pinnell level J or DRA® level 18). Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students will benefit from reading a large variety of books at their appropriate reading levels. Small-group reading books and lessons in the coming weeks continue to provide targeted practice in spelling-sound correspondences and high-frequency words. Books from your classroom library will complement these materials by giving the students opportunities to apply what they know to a wider variety of words and topics.													
Length	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)	Week 9 (3 days)	Week 10 (3 days)	Week 11 (3 days)	Week 12 (3 days)	Week 13 (3 days)	Week 14 (3 days)
Text	<i>Fun Forts</i> Nonfiction	• <i>Ann’s Book Club</i> Fiction • <i>Ants, Moths, and Wasps</i> (Reteaching) Narrative Nonfiction	<i>Have You Ever?</i> Fiction	• <i>Spring on the Farm</i> Nonfiction • <i>Animal Homes</i> (Reteaching) Expository nonfiction	<i>A Play Day with My Brother Ray</i> Fiction	• <i>Cook Food on a Campfire</i> Nonfiction • <i>Sailboats</i> (Reteaching) Expository nonfiction	<i>Ball Games</i> Expository nonfiction	• <i>Dance!</i> Expository nonfiction • <i>New School</i> (Reteaching) Fiction	• <i>Sunny Days, Starry Nights</i> Expository nonfiction	• <i>Scout’s Puppies</i> Fiction • <i>The Night Skies</i> (Reteaching) Expository nonfiction	<i>The Desert</i> Expository nonfiction	• <i>The Silver Coins</i> Folktales • <i>The Four Seasons</i> (Reteaching) Expository nonfiction	<i>Grizzly Bears</i> Expository nonfiction	• <i>Glaciers</i> Expository nonfiction • <i>Glaciers and the Earth</i> (Reteaching) Expository nonfiction
Phonological Awareness (Days 1–2)	Dropping first sound			Dropping initial consonant blend			Dropping last sound							
Phonological Awareness (Day 3)	Omitting phonological awareness on Day 3 allows for more time to discuss the week’s book.													
Spelling-Sounds	2-syllable words with teacher guidance		Break a vccv word		Complex vowel sound: ai, ay /ā/	Complex vowel sounds: oa /ō/, ow /ō/, /ou/, oo /oo/, ew /oo/	Vowel combination sound: all /aw/	Silent letters: wr /r/, kn /n/	Vowel combination sound: igh /i/ y as a vowel: _y /ī/ /ē/	Inflectional endings: es, ed with final y	Complex vowel sound: ou /ou/	Complex vowel sound: oi, oy /oi/	Vowel combination sounds: au, aw /aw/	Soft c sound: ci, ce, cy /s/
High-Frequency Words	after, work	head, read (2)	never, ever, only	give, live (2)	walk, talk, because, children		even, picture	move, great	though, once	enough, watch, been	few, kind, find, mind	word, four, answer	learn, young, large	earth, most, change
Guided Spelling	fort, blocks, thought flop, safe, father Forts are fun.	pick, upset, after forget, sport, work Do you go to school?	next, until, head barnyard, stir, read Is he inside?	steps, bedtime, never campfire, hatched, only We plant seeds.	chain, snail, give gray, day, live It may rain.	toast, low, walk wood, drew, because Can the boat float?	small, team, children tall, palm, talk Do we play ball?	wrist, lift, even knot, soft, picture He bent his knees.	night, high, move knee, dry, great	cries, bright, because puppy, dried, once Puppies can bark.	flies, cloud, been ground, night, watch We found a toad.	proud, coins, few shout, boy, find Children like toys.	haunt, soil, word dawn, crush, answer Cubs eat raw meat.	melted, place, learn force, icy, large We skate on ice.
Comprehension	Using illustrations to support understanding in nonfiction	• Using quotation marks to identify what a character says • Identifying problem and solution	• Using quotation marks to identify what a character says • Using question marks to read fluently	Making text-to-text connections	• Identifying characters’ feelings • Making text-to-self connections	• Sequencing • Using commas to read fluently	• Making predictions • Making text-to-self connections	Making inferences	Identifying what you learned from nonfiction	• Identifying what you learned from nonfiction • Making predictions	• Identifying what you learned from nonfiction • Making inferences	Making inferences	• Identifying what you learned from nonfiction • Making text-to-self connections	• Identifying what you learned from nonfiction • Using text features
Foundational Skills Assessment	Entry point	Group Assessment 8		Mastery Test 9		Group Assessment 9		Mastery Test 10		Group Assessment 10		Mastery Test 11		Mastery Test 12

Grade-level Expection: Grade 1								Grade-level Expectation: Grade 2					
Set 6								Set 7					
Purpose	Set 6 readers are beginning to read sentences more smoothly. They build fluency by reading books with familiar phonics and high-frequency words. Set 6 books are specifically written to support decoding, and they have illustrations and photographs to aid comprehension. Some students will have encountered them in Set 5 of Small-Group Reading. Set 6 provides transitional instruction in fluency and comprehension for students who have completed Set 5 but are not yet ready for Set 7. Phrase-cued texts are provided for the books in this set to support students as they practice phrasing, grouping words together to read fluently. Optional assessments are available to help evaluate the students' fluency progress.							Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts. Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.					
Length	3 days	3 days	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days	3 days	3 days	3 days
Text	<i>Sunny Days, Starry Nights</i> Expository nonfiction • F&P: K; Lexile®: 440; DRA®: 20	<i>New School Fiction</i> • F&P: J; Lexile®: 430; DRA®: 16	<i>Sailboats Expository nonfiction</i> • F&P: J; Lexile®: 430; DRA®: 18	<i>The Silver Coins Folktale</i> • F&P: J; Lexile®: 510; DRA®: 16	<i>Ball Games Expository nonfiction</i> • F&P: J; Lexile®: 510; DRA®: 18	<i>Scout's Puppies Narrative nonfiction</i> • F&P: J; Lexile®: 500; DRA®: 16	<i>Ann's Book Club Fiction</i> • F&P: J; Lexile®: 400; DRA®: 16	<i>Chameleon! Expository nonfiction</i> • F&P: J; Lexile®: 390L; DRA®: 18	"A Small Stall" from <i>Cowgirl Kate and Cocoa</i> Fiction: chapter book • F&P: K; Lexile®: 470L; DRA®: 20	<i>Jellyfish Expository nonfiction</i> • F&P: J; Lexile®: 420L; DRA®: 18	<i>Elephant Expository nonfiction</i> • F&P: J; Lexile®: N/A; DRA®: 18	<i>Puffin Peter Fiction</i> • F&P: J; Lexile®: N/A; DRA®: 18	<i>Aggie Gets Lost Fiction: chapter book</i> • F&P: J; Lexile®: 320L; DRA®: 18
Fluency	• Phrasing (grouping words together)	• Paying attention to characters' feelings • Paying attention to punctuation		• Dropping initial consonant blend			• Paying attention to characters' feelings • Paying attention to punctuation	• Paying attention to punctuation	• Paying attention to characters' feelings • Reading for listeners (Reader's Theater)				
Self-Monitoring and Self-Correcting													
Word Analysis	• Reading polysyllabic words				• Reading polysyllabic words • Analyzing compound words					• Analyzing polysyllabic words			
Generating Independent Thinking													
High-Frequency Words and Guided Spelling								friend, again, find, food, looks, creeps, greets, hurt, jumps	said, walk, many, want, won't, bedroom, cowgirl, small, stall, my, cried, sniffed, grinned, drive, hiding	some, live, smooth, tube, brings, stinging, roundest, around, smoothest	four, between, most, can't, didn't, herd, heard, between, drinks, tusks, most	were, where, their, drifted, diving, storm, large, rocky, noisy	people, enough, climb, now, howl, teeth, treats, badge, fetch
Comprehension			• Using text features	• Sequencing and retelling	• Making text-to-self connections	• Determining important ideas • Retelling	• Understanding character			• Using text features	• Using text features	• Sequencing and retelling	• Sequencing and retelling
Formative Assessment	• Group Assessments 11–17							• Group Assessments 18–30					

	Grade-level Expectation: Grade 2						Grade-level Expection: Grade 2									
	Set 7 (con't)						Set 8									
Purpose	Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts. Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers’ theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.						Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words. Group discussions layer each student’s own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.									
Length	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days
Text	<i>Iris and Walter and Cousin Howie</i> Fiction: chapter book • F&P: J; Lexile®: 340L; DRA®: 18	<i>What’s It Like to Be an Ant?</i> Expository nonfiction • F&P: J; Lexile®: 580L; DRA®: 18	<i>Leon and Bob</i> Fiction • F&P: K; Lexile®: 400L; DRA®: 20	“The Greatest Invention” “The Vacuum Cleaner’s Revenge” “Staying Overnight” Poetry •F&P; Lexile; DRA: N/A	<i>Jellies</i> Expository nonfiction •F&P: J; Lexile: N/A; DRA: 18	<i>Houndsley and Catina Plink and Plunk</i> Fiction: chapter book •F&P: K; Lexile: 550L; DRA: 20	<i>The Great Gracie Chase</i> Fiction • F&P: K ; Lexile®: AD480L; DRA®: 20	<i>Lightning</i> Expository nonfiction • F&P: K; Lexile®: N/A; DRA®: 20	<i>The Polar Bear Son</i> Folktale • F&P: K; Lexile®: AD660L; DRA®: 20	<i>Ruby Bridges Goes to School</i> Memoir • F&P: K; Lexile®: 470L; DRA®: 20	“Under the Ground” “Accidentally” “I Wouldn’t” Poetry • F&P; Lexile®; DRA®: N/A	<i>Koalas</i> Expository nonfiction • F&P: K; Lexile®: N/A; DRA®: 20	<i>Jamaica’s Find</i> Fiction • F&P: K; Lexile®: 460L; DRA®: 20	Mice Expository nonfiction •F&P: K; Lexile®: 510; DRA®: 20	• “Wonderful Wheels” Expository nonfiction Lexile®: 630 • “Without Wheels” Lexile®: 990 Expository nonfiction	<i>Temple Cat</i> Fiction • F&P: K; Lexile®: 780L; DRA®: 20
Fluency							• Paying attention to punctuation • Reading for listeners (Reader’s Theater)									
Self-Monitoring and Self-Correcting												• Self-monitoring and self-correcting				
Word Analysis								• Analyzing polysyllabic words and compound words								
Generating Independent Thinking						• Responding to literature					• Sharing and supporting opinions		• Responding to literature			
High-Frequency Words and Guided Spelling	why, who, sunshine, weekend, night, might, who, playing, running, about	you, young, other, new, grew, weak, head, first, fight,	when, there, here, always, place, hear, read, noises, toys	word, wasn’t, poem, train, may, room, zoom, tall, small	choice, caught, water, know, wrap, jellyfish, inside, someday, something	love, talk, work, few, flew, paddle, settle, right, try	school, because, every, through, again, half, thought, paperboy, schoolyard, catch, barked, keep, kept, paint, helped, outside, halfway	other, some, one, light, glowing, lightning, across, partway, another, someone	mother, were, good, seal, feast, fishing, sliding, passed, begged	should, often, thought, wrong, wrote, writer, closer, places, brave,	I’m, we’ll, I’ll, ground, mouth, down, brown, small, wall, we’ll	some, once, move, round, pouch, alone, grown, leaf, leaves, biggest,	watch, father, almost, play, gray, worn, turn, know,	eight, over, mice, wall, small, place, day, house, mouse,	world, pulled, great, pushed, other, very, wheel, tree, things, long, lighter, faster, snow, road, snowboard, skateboard, wrapped, padded	ever, never, little, cook, cool, ever, bowl, own, played, danced,
Comprehension	• Making text-to-self connections	• Determining topic • Using text features	• Wondering • Making and supporting predictions	• Exploring elements of poetry • Determining theme	• Wondering • Making text-to-text connections			• Using text features	• Sequencing and retelling	• Wondering		• Using text features		• Determining topic • Using text features	• Sequencing and retelling • Making text-to-text connections	• Wondering • Making and supporting predictions
Formative Assessment							• Group Assessments 31–42									

	Grade-level Expection: Grade 2								Grade-level Expection: Grade 2					
	Set 9								Set 10					
Purpose	Set 9 readers summarize information and ask questions within and across texts to make connections, understand characters, and learn more about topics. Many Set 9 books require background knowledge and include more complex plots as well as unfamiliar words and concepts. The students are expected to read larger sections of text, and they complete some of their reading outside of small-group reading time. They write in reading journals to remember what they read and prepare for group discussions.								Set 10 readers respond to texts and share ideas through discussions and in their writing, allowing for a wider variety of opinions and interpretations. Many Set 10 books require background knowledge and a greater facility with non-traditional text structures. The teacher facilitates conversations to help the students deepen their thinking and monitor their own understanding of texts they read during small group reading time and independently. As the students respond to each other's thinking, they learn more about topics, character, and theme.					
Length	3 days	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days	3 days	3 days	3 days	3 days	6 days
Text	<i>Not Norman</i> Fiction • F&P: L; Lexile®: 460L; DRA®: 24	<i>Penguins</i> Expository nonfiction • F&P: L; Lexile®: N/A; DRA®: 24	<i>Marisol McDonald and the Monster</i> Fiction • F&P: N/A; Lexile®: 570L; DRA®: N/A	<i>Golden Gate Bridge</i> Expository nonfiction • F&P: L; Lexile®: N/A; DRA®: 24	<i>Earth</i> Expository nonfiction • F&P: L; Lexile®: N/A; DRA®: 24	<i>Our Home Planet Earth</i> Expository nonfiction • F&P: N/A; Lexile®: 660L; DRA®: N/A	<i>Upstairs Mouse, Downstairs Mole</i> Fiction: chapter book • F&P: L; Lexile®: 510L; DRA®: 24	<i>Only One Year</i> Fiction: chapter book • F&P: L; Lexile®: 620L; DRA®: 24	<i>Bink & Gollie</i> Graphic novel • F&P: M; Lexile®: 510; DRA®: 28	<i>To Be an Artist</i> Nonfiction • F&P: M; Lexile®: N/A; DRA®: 28	"Old Tortoise" "Every Time I Climb a Tree" Poetry • F&P; Lexile®; DRA®: N/A	<i>I Love Guinea Pigs</i> Narrative nonfiction • F&P: M; Lexile®: 990; DRA®: 28	<i>The Beckoning Cat</i> Folk tale • F&P: M ;Lexile®: 590; DRA®: 28	<i>Helen Keller</i> Biography • F&P: M; Lexile®: 520; DRA®: 28
Fluency	• Paying attention to characters' feelings • Paying attention to punctuation								• Paying attention to characters' feelings					
Self-Monitoring and Self-Correcting												•Self-monitoring and self-correcting		
Word Analysis														
Generating Independent Thinking							• Responding to literature						• Sharing and supporting opinions	• Responding to literature
High-Frequency Words and Guided Spelling														
Comprehension		• Using text features	• Understanding character • Understanding problem and solution	• Wondering • Using text features	• Determining topic • Using text features	• Making text-to-text connections		• Wondering	• Understanding character	• Making text-to-self connections	• Determining theme • Making text-to-text connections		• Determining topic • Using text features	• Making text-to-text connections
Formative Assessment	• Group Assessments 43–53								• Group Assessments 54–61					

	Grade-level Expection: Grade 3						Grade-level Expection: Grade 3				
	Set 11						Set 12				
Purpose	Set 11 readers consider characters’ perspectives and think deeply about texts. They explore topics and themes that are often outside their own experiences. Set 11 texts include historical fiction, narrative nonfiction, fiction chapter books, and poetry. The students share connections and inferences about a variety of texts that have well-developed plots and characters. The longer texts in this set sometimes require the students to read independently, outside of small-group reading time. The students are expected to write more extensively in their reading journals and to revisit and expand upon their thinking.						Set 12 readers make essential inferences to understand more subtly constructed texts, which they read during small-group reading time and independently. In the fiction texts in this set, the students encounter complex characters and plot and explore story elements. Nonfiction texts provide readers with in-depth information and may include new vocabulary and text features that require interpretation. In discussions and in their reading journals, the students connect, compare, and contrast texts and use evidence to support their thinking. They are expected to sustain conversations by expressing their opinions and building on one another’s thinking.				
Length	3 days	6 days	3 days	3 days	6 days	3 days	6 days	6 days	3 days	3 days	9 days
Text	<i>The Tree Lady</i> <i>Biography</i> • F&P: N; Lexile®: 760; DRA®: 30	<i>My Name Is María Isabel</i> <i>Fiction: Chapter Book</i> • F&P: N; Lexile®: 860; DRA®: 30	<i>Ice Bear</i> <i>Narrative nonfiction</i> • F&P: N; Lexile®: 800L; DRA®: 30	<i>“Story”</i> <i>Poetry</i> • F&P; Lexile®; DRA®: N/A	<i>The Key Collection</i> <i>Fiction: Chapter Book</i> • F&P: N; Lexile®: 650; DRA®: 30	<i>The Babe & I</i> <i>Historical Fiction</i> • F&P: N; Lexile®: 590; DRA®: 30	<i>Shark Lady</i> <i>Biography</i> • F&P: O; Lexile®: 750L; DRA®: 34	<i>Bee</i> <i>Expository nonfiction</i> • F&P: O; Lexile®: 630L; DRA®: 34	<i>Pop’s Bridge</i> <i>Historical fiction</i> • F&P: O; Lexile®: AD630L; DRA®: 34	<i>Fly Away Home</i> <i>Fiction</i> • F&P: O; Lexile®: 580L; DRA®: 34	<i>Family Reminders</i> <i>Historical Fiction</i> • F&P: O; Lexile®: 780L; DRA®: 34
Fluency				• Reading for listeners							
Self-monitoring and Self-correcting					•Self-monitoring and self-correcting						•Self-monitoring and self-correcting
Word Analysis											
Generating Independent Thinking						• Responding to literature	• Responding to literature	• Sharing and supporting opinions	• Sharing and supporting opinions	• Responding to literature	
High-frequency Words and Guided Spelling											
Comprehension	• Understanding character and setting • Understanding problem and solution	• Making text-to-self connections	• Determining topic	• Determining theme				• Using text features			• Making text-to-text connections
Formative Assessment	• Group Assessments 62–69						• Group Assessments 70–78				

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	The Writing Community	Getting Ideas	Telling More	Writing Stories About Me	Writing Nonfiction	Exploring Words Through Poetry	Opinion Writing	Revisiting the Writing Community
		Fiction		Personal Narrative	Nonfiction	Poetry	Opinion	
Texts	• Things I Like • Farmer Duck (big book) • All by Myself • When I Grow Up . . . • When I Was Five	• I Love Animals • Chinatown • Daddy Calls Me Man • Growing Vegetable Soup • Knuffle Bunny • Mouse Views	• Wait and See • Sheep on a Ship	• The Snowy Day • Chrysanthemum • Best Friends Sleep Over • Down the Road	• Bee • Meet my neighbor, the dentist • Fire Trucks	• “Cat” • “My Puppy” • “Jump or Jiggle” • “Lessie,” “Rope Rhyme,” and “Riding on the Train” from Honey, I Love and Other Love Poems • “Swimming” • “Hide-and-Seek Shadow” • “Swinging”	• “Vegetables” • Reading Makes You Feel Good	
Length	5 weeks	6 weeks	4 weeks	4 weeks	3 weeks	3 weeks	2 weeks	1 week
Purpose	In Unit 1, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing, see your model writing, and write and illustrate stories. Guided writing practice using sentence starters (such as “I help when I” and “I want to be”) builds skills and confidence, while the many creative and free-writing experiences spark originality. The students learn cooperative structures such as “Turn to Your Partner,” as well as other procedures used in the writing community.	In Unit 2, the students generate writing ideas from their own lives and tell stories orally in preparation for writing. Beginning in Week 2, they start writing sentences without the aid of sentence starters, and they begin writing multiple sentences. They learn various strategies for spelling unfamiliar words, such as using a word wall and approximating spelling using letter-sound relationships they have learned. Socially, they consider what it means to be a considerate community member and partner.	In Unit 3, the students explore telling more by adding to their writing. Before they write, the students think and talk about what they want to say, and partners share stories to help each other tell more. The students write about assigned and self-selected topics and share their writing from the Author’s Chair. They continue to practice strategies for spelling unfamiliar words, such as using the word wall and approximating spelling using the letter-sound relationships they have learned. They also explore capitalizing proper nouns. Socially, they develop the skills of listening carefully to their partners and sharing their partners’ thinking and writing with the class.	In Unit 4, the students explore personal narrative by telling and writing true stories about their own lives. They learn that a good story has a beginning, middle, and end, and they tell more by including feelings in their stories. Each student informally engages in the writing process by selecting one of their stories, adding to it, proofreading it, and publishing it as a book for the classroom library. The students explore temporal words, learn to use exclamation points, and review capitalizing proper nouns. Socially, they learn about one another from their personal narratives and tell what more they want to know about one another’s stories.	In Unit 5, the students explore nonfiction by writing about themselves, the class, a place in the school, their partners, and favorite objects. They learn about characteristics of nonfiction by reading and discussing nonfiction books. They gather information for their own writing by conducting interviews and examining objects. They learn how to use question marks and write opening and closing sentences, and they continue to tell more in their writing. They explore the writing process by each proofreading and publishing two pieces of writing as books. They listen respectfully to one another’s thinking and share their own, make decisions together, and work responsibly.	In Unit 6, the students explore words through hearing, discussing, and writing poems. They discuss interesting words they hear in poems, generate lists of interesting words to use in their own poems, and informally explore figurative language. They share their poems in pairs and as a class, and each student prepares one poem for publication in a class book. Socially, they build on one another’s thinking and learn to use the prompt “I imagined . . .” to express interest in one another’s poems.	In Unit 7, the students hear and discuss examples of opinion writing. They learn what an opinion is, generate opinions about various topics, and write opinion pieces. They explore clearly stating their opinions in opening sentences, providing reasons to support their opinions, and writing closing sentences. They continue to practice using ending punctuation, approximating spelling, and using the word wall, and they informally explore using conjunctions. Socially, they express their own opinions and respectfully listen to the opinions of others, while continuing to express interest in and appreciation for one another’s writing.	In Unit 8, the students reflect on what they enjoyed about writing this year, think about writing they might do during the summer, and write lists of ideas in their summer writing books. They reflect on how they built a caring community of writers and write a shared letter to next year’s class about how to work well together. They also reflect on their relationships to others, build on one another’s thinking, and express interest in and appreciation for one another’s writing.
Writing Craft and Genre	Students will: • Hear and discuss good writing • Visualize to get ideas for writing • Explore illustrations in a story	Students will: • Hear and discuss good writing • Contribute to shared stories • Tell ideas orally before writing • Explore illustrations in a story • Discuss sounds in stories • Discuss details about what someone looks like in a story	Students will: • Hear and discuss good writing • Contribute to shared stories • Reread their stories and add details to tell more • Visualize and use their imaginations to get story ideas • Explore how an author tells more • Write on assigned and self-selected topics	Students will: • Explore and write personal narratives • Learn that stories have a beginning, middle, and end • Explore feelings in a story • Informally explore the writing process • Explore features of book covers	Students will: • Hear, discuss, explore, and write nonfiction books • Explore differences between fiction and nonfiction texts • Generate and list facts about different topics • Interview and collect facts about their partners • Write opening and closing sentences • Contribute to a shared writing piece	Students will: • Hear, visualize, and act out poems • Explore movement words in poems • Explore sound words in poems • Explore weather words in poems • Write shared poems • Explore figurative language in a poem • Read aloud and visualize poems	Students will: • Learn what an opinion is • Hear and discuss an author’s opinion • Generate opinions about different topics • Write closing sentences	Students will: • Reflect on growth as writers and as community members • Share favorite pieces of writing • Plan summer writing
Skills and Conventions	Students will: • Practice basic conventions of writing (e.g., writing left to right and putting spaces between words) • Capitalize the first letters of sentences and use periods at the ends	Students will: • Explore using a word wall to spell high-frequency words • Approximate spelling using letter-sound relationships • Practice writing complete sentences (SPTG Lesson 1) • Practice using singular nouns (SPTG Lesson 2) • Practice using plural nouns (SPTG Lesson 3) • Practice using verbs (SPTG Lesson 4) • Practice using nouns and verbs in sentences (SPTG Lesson 5)	Students will: • Capitalize proper nouns • Approximate spelling using letter-sound relationships • Practice writing declarative and interrogative sentences (SPTG Lesson 7) • Practice using common and proper nouns (SPTG Lesson 8) • Practice using present- and past-tense verbs (SPTG Lesson 9) • Practice using future-tense verbs (SPTG Lesson 10)	Students will: • Explore temporal words • Review capitalizing proper nouns • Use exclamation points • Proofread for punctuation and spelling • Use a word wall to spell high-frequency words • Practice writing exclamatory sentences (SPTG Lesson 11) • Practice writing imperative sentences (SPTG Lesson 13) • Practice using possessive nouns (SPTG Lesson 14) • Practice using adjectives (SPTG Lesson 15)	Students will: • Review capitalization and punctuation • Review approximating spelling and using the word wall • Explore using question marks • Proofread for punctuation and spelling • Reread to check that their writing makes sense • Practice using articles a, an, and the (SPTG Lesson 16) • Practice using prepositions (SPTG Lesson 17) • Practice using pronouns (SPTG Lesson 19) • Practice using I/Me and We/Us (SPTG Lesson 20)	Students will: • Practice using He/Him and She/Her (SPTG Lesson 21) • Practice using They/Them and It (SPTG Lesson 22) • Practice using possessive pronouns (SPTG Lesson 23) • Practice using This/That and These/Those (SPTG Lesson 24)	Students will: • Proofread for punctuation and spelling • Reread to make sure their writing makes sense • Practice using Anyone/Everyone and Anything/Everything (SPTG Lesson 25) • Practice using commas and capital letters in dates (SPTG Lesson 27) • Practice using commas in a series (SPTG Lesson 28)	Students will: • Practice using conjunctions and commas in compound sentences (SPTG Lesson 29)

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		The Writing Community	Getting Ideas	Telling More	Writing Stories About Me	Writing Nonfiction	Exploring Words Through Poetry	Opinion Writing	Revisiting the Writing Community
			Fiction		Personal Narrative	Nonfiction	Poetry	Opinion	
Length		5 weeks	6 weeks	4 weeks	4 weeks	3 weeks	3 weeks	2 weeks	1 week
Independent Practice		Students will: • Build stamina for writing independently (e.g., 10–15 minutes) • Write about things they like to do • Write about ways they help others • Write about things they can do • Write about what they want to be when they grow up • Write about what they like to do with their friends • Relate their illustrations to their writing • Add to their illustrations and stories • Reread their writing • Share writing as a community	Students will: • Build stamina for writing independently (e.g., 15–20 minutes) • Write about animals they love • Write about special places • Write about family members and activities • Write about things that make them sad or mad • Write about things they observe • Relate their illustrations to their writing • Add sound words to their stories • Add descriptive details to their stories • Add labels to their stories • Add speech bubbles to illustrations • Share writing as a community • Reread their writing	Students will: • Build stamina for writing independently (e.g., 20–25 minutes) • Write about a fun time • Write about a time that was not fun • Write about fantasy field trips • Write about an imaginary class pet • Write about wishes • Write silly animal stories • Reread their stories and tell more • Share their writing from the Author’s Chair	Students will: • Write independently for 20–25 minutes • Tell and write stories with a beginning, middle, and end • Add feelings to their stories • Add to and illustrate their stories • Reread their stories and tell more • Proofread for punctuation, spelling, and legibility • Choose a story to publish into a book • Share their writing from the Author’s Chair	Students will: • Write independently for 20–25 minutes • Write fact sheets about themselves, the class, and a place in the school • Write nonfiction books about their partners • Write books about favorite objects • Reread their writing and tell more • Add titles and illustrations to their book covers • Share their writing from the Author’s Chair	Students will: • Write independently for 20–25 minutes • Write poems about recess • Write poems about objects that make sounds • Write poems about a topic of their choice • Write poems about objects in the classroom • Choose a poem to publish in a class book • Share their poems from the Author’s Chair	Students will: • Write independently for 20–25 minutes • Write opinion pieces about foods they think are the best • Write opinion pieces about the foods they think are the worst • Write opinion pieces about school activities • Reread and add to their writing • Make book covers • Share their opinion writing from the Author’s Chair	Students will: • Write independently for 20–25 minutes • Write about the writing lessons • Make lists of writing ideas for summer writing books • Write a shared letter to next year’s class about working well together
Social Skill Development		Students will: • Learn the procedures for gathering and Writing Time • Get to know one another • Speak clearly and listen to one another • Use materials responsibly • Work independently during Writing Time • Give their full attention to the person who is speaking • Use Writing Time responsibly • Learn "Turn to Your Partner" • Take turns talking and listening	Students will: • Work with new partners • Learn “Think, Pair, Share” • Act considerately toward others • Express interest in and appreciation for one another’s writing • Learn procedures for sharing in pairs • Work responsibly in pairs • Learn the prompts "I found out..." and "I like your story because..." • Move around the room and the school responsibly	Students will: • Work with new partners • Share their partners' thinking with the class • Learn the prompt "I want to know..." • Learn the procedures for Author’s Chair sharing	Students will: • Work with new partners • Share what they learn about their partners • Thank one another for their help • Share materials fairly • Handle materials responsibly • Reflect on how others are like themselves • Appreciate uniqueness in themselves and others	Students will: • Work with new partners • Reach agreement before making decisions • Share the work fairly • Move around the school responsibly • Discuss and solve problems that arise in their work together • Assess how situations are working and modify them if necessary • Thank their partners • Handle objects responsibly • Imagine and discuss how others might feel	Students will: • Work with new partners • Get ideas by listening to one another	Students will: • Work with new partners • Share their own opinions and listen respectfully to the opinions of others	Students will: • Reflect on how they benefit from the writing community • Reflect on their contributions to the writing community • Thank one another for their work together this year