

Being a Reader Second Edition Scope and Sequence Grade K

	Unit 1: The Classroom Community Fiction, Nonfiction, and Poetry						Unit 2: Focus on Making Connections Fiction and Poetry		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3
Texts	• Chicka Chicka Boom Boom • “I’m a Little Teapot” • “Twinkle, Twinkle, Little Star”	• The Alphabet • “A-Hunting We Will Go” • “Under a Button”	• Kipper’s A to Z: An Alphabet Adventure • “The Train Is Coming” • “The Itsy Bitsy Spider” • “Where Is Thumbkin?”	• A Child’s Day: An Alphabet of Play • I Went Walking • “The Ants Go Marching”	• A Child’s Day: An Alphabet of Play • “One, Two, Three, Four, Five” • “Way Down South” • “The More We Get Together”	• A Child’s Day: An Alphabet of Play • Hands Can • Kipper’s A to Z: An Alphabet Adventure	• When Sophie Gets Angry—Really, Really Angry... • “Just Three”	• The Big Umbrella • Say Hello	• Josie’s Lost Tooth
Purpose	During this six-week unit, the students are introduced to four of the five individual strands of the <i>Being a Reader</i> program: Reading, Independent Work, Letter Names, and Handwriting. 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. Formal instruction in letter names and handwriting begins in Week 3. In Letter Names, the students learn to recognize and identify the letters of the alphabet. 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. The skills and procedures the students learn in this unit will help them become independent learners who can persevere, solve problems, and think independently.						In Reading, the students make text-to-self connections 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. Through teacher modeling, the students are introduced to the skill of referring to the text to support their thinking. The students continue to build concepts of print, phonological awareness, and oral fluency through shared reading activities. The students also begin Individualized Daily Reading (IDR) where they read independently, share their reading, and confer with the teacher individually about their reading lives. In Vocabulary, the students learn four words from each week’s texts and discuss inflectional endings and synonyms. In Handwriting, the students practice forming capital letters. Socially, the students continue to learn how to work and participate in the classroom community and learn skills that will help them communicate and work with others.		
Whole-Class Instruction: Reading, Letter Names, Vocabulary, Handwriting, Independent Work									
Whole-Class Reading	Students will: • Listen to and discuss a story • Sing the alphabet song • Read and discuss names • Learn and sing songs with hand motions • Identify rhyming words	Students will: • Listen to and discuss a story • Learn and practice reading names • Practice reading the letters of the alphabet • Learn a poem • Identify and discuss rhyming words	Students will: • Learn and sing a song • Make text-to-self connections • Learn and practice choral reading • Discuss return sweep • Count words in a line • Identify and discuss rhyming words • Learn and identify the high-frequency words the, and, is • Use classmates’ names in a poem	Students will: • Listen to and discuss a story • Discuss the roles of the author and illustrator • Make text-to-self connections • Chorally read a story • Discuss a character’s feelings • Learn and identify the high-frequency words I, see, a, you, and me • Learn and sing part of a song with hand motions • Identify rhyming words	Students will: • Learn, sing, and chorally read a song • Learn signs for words in the song • Review return sweep • Learn and say a poem • Sort the names of pictures by beginning sound • Learn and identify the high-frequency words we and are • Review high-frequency words	Students will: • Listen to and discuss a nonfiction book • Make text-to-self connections • Chorally read a book • Learn and identify the high-frequency word can • Review high-frequency words • Revisit a familiar song and poems • Sort the names of pictures by beginning sound	Students will: • Listen to and discuss a story and a poem • Make text-to-self connections • Discuss the story’s message • Echo read and chorally read a poem • Replace missing words from the poem	Students will: • Listen to and discuss stories • Learn procedures to IDR and read independently • Explore a story’s illustrations • Make text-to-self connections • Draw and write about text-to-self connections • Echo read and chorally read the story and review return sweep • Sort the names of pictures by beginning sound	Students will: • Listen to and discuss a story • Make text-to-self connections • Sing and chorally read a familiar song • Chorally read the poems in poetry readers • Learn and practice the procedure for using the pointer • Read independently
Letter Names	Begins in Week 3	Begins in Week 3	Students will: • Listen to and discuss a story • Learn the letters: Rr, Tt, Nn, Ss, Ii • Review previously learned letters	Students will: • Listen to and discuss a book • Learn the letters: Ll, Cc, Dd, Mm, Aa, Pp, Ff, Vv • Review previously learned letters	Students will: • Listen to and discuss a book • Learn the letters: Gg, Ee, Bb, Hh, Kk, Ww, Oo, Xx • Act out words from the book • Review previously learned letters	Students will: • Listen to and discuss texts • Learn the letters: Zz, Jj, Qq, Yy, Uu • Find letters in the classroom • Act out words from the book • Review previously learned letters			
Vocabulary	Begins in Unit 2	Begins in Unit 2	Begins in Unit 2	Begins in Unit 2	Begins in Unit 2	Begins in Unit 2	Students will: • Learn and use the words snatch, furious, comfort, and welcome • Discuss the inflectional ending –ed	Students will: • Learn and use the words greet, excited, lonely, and invite • Discuss the inflectional ending –s	Students will: • Learn and use the words champion, sneak, imitate, and persistent • Review the inflectional ending –s • Discuss synonyms
Handwriting	Begins in Week 3	Begins in Week 3	Students will: • Participate in hand-strengthening activities	Students will: • Participate in 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 the pincer and pencil grips • Explore wipe-off boards	Students will: • Review pencil grip • Trace lines and circles	Students will: • Learn and practice forming the capital letters: T, I, L	Students will: • Learn and practice forming the capital letters: H, F, E

	Unit 1: The Classroom Community Fiction, Nonfiction, and Poetry						Unit 2: Focus on Making Connections Fiction and Poetry		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3
	Independent Work Rotations								
Independent Work	Students will: • Learn the purposes of independent work • Learn the purposes and procedures for independent reading • Discuss reading fiction and nonfiction books • Build stamina for reading independently and develop independent work habits	Students will: • Learn the purposes and procedures for independent word work • Build stamina for reading independently • Develop and discuss independent work habits	Students will: • Learn the purposes and procedures for independent writing • Discuss and choose writing ideas • Build stamina for reading and writing independently • Develop independent work habits	Students will: • Choose books for toolboxes • Build stamina for working independently • Write to share information • Review independent work habits • Explore new word work materials	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: • Rotate to all three work areas • Use all of the work habits • Build stamina for working independently	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 Skills Development	Students will: • Build the classroom community • Learn and practice classroom procedures • Listen carefully • Take responsibility for their learning and behavior • Work and participate responsibly	Students will: • Take responsibility for their learning and behavior • Listen carefully • Participate responsibly	Students will: • Learn "Turn to Your Partner" • Take turns talking and listening • Listen carefully • Participate responsibly	Students will: • Take turns talking and listening • Participate responsibly • Listen carefully	Students will: • Share thinking • Participate responsibly • Take turns talking and listening	Students will: • Listen carefully and respectfully • Participate responsibly	Students will: • Participate in partner work and class discussion • Listen carefully • Take turns talking and listening • Participate responsibly	Students will: • Listen carefully • Take turns talking and listening • Participate responsibly	Students will: • Participate in partner work and class discussions • Take turns talking and listening • Participate responsibly
	Small-Group Reading Instruction								
Comprehension, Phonics, Fluency, and Decoding					Begin assessing students for small-group reading placement	Continue assessing your students 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.		

Being a Reader Second Edition Scope and Sequence Grade K

	Unit 3: Focus on Retelling Fiction and Poetry			Unit 4: Focus on Visualizing Poetry and Fiction			Unit 5: Focus on Wondering Fiction and Poetry		
	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3
Texts	• Gossie	• Whistle for Willie	• Sam and Jump • “Way Down Deep”	• Cat’s Colors • “Cats”	• Red Sled • “It Fell in the City”	• “Hello Rain” • “Umbrellas”	• Found • “Windshield Wipers”	• Going Places • Walking Through the Jungle	• A Big Mooncake for Little Star • “Some One”
Purpose	In Reading, the students retell the events in stories by first using pictures and then recalling the events and telling what happens in their own words. They continue to build concepts of print and oral fluency by echo and chorally reading texts. They explore syllables and rhyme to build phonological awareness. During IDR, the students begin to confer with the teacher about the books they are reading. They also practice retelling what they read with their classmates. 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 -es and -ing , the suffix -less , and shades of meaning between related words. The students also review synonyms. In Handwriting, the students continue to learn and practice forming capital letters. Socially, the students build their communication skills by speaking loudly and clearly and sharing their partners' thinking with the class.			In Reading, the students visualize to enjoy and understand poems and stories. They also continue to build concepts of print, phonological awareness, and oral fluency through shared reading activities. During IDR, the students are introduced to self-monitoring and they continue to confer with the teacher about the books they are reading. In Vocabulary, the students review previously learned words and learn four words from each week's texts. They are introduced to antonyms and the prefix un- . The students also review synonyms and the suffix -less . In Handwriting, the students continue to learn and practice forming capital letters. Socially, the students learn and use the cooperative structure "Think, Pair, Share." They continue to work on speaking loudly and clearly so others can hear. They also work on acting considerately toward others and participating responsibly.			In Reading, the students use wondering to help them understand stories. They echo read and chorally read stories and poems to build concepts of print and oral fluency. They explore syllables and rhyme to build phonological awareness. They also learn that attending to punctuation can help them understand and enjoy what they read. During IDR, the students wonder about the books 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 synonyms, antonyms, and the inflectional endings -ed and -ing . They also review recognizing shades of meaning. In Handwriting, the students complete instruction in capital letter formation, and they learn how to form the question mark. Socially, the students continue to work and participate responsibly. They discuss and practice skills that help them articulate their ideas and explain their thinking. These skills help the students gain independence in their thinking and be accepting of other people's ideas.		
Whole-Class Instruction: Reading, Vocabulary, Handwriting, Independent Work									
Whole-Class Reading	Students will: • Listen to and discuss a story • Make text-to-self connections • Retell part of the story • Draw and write about text-to-self connections • Retell part of the story • Draw and write about text-to-self connections • Echo read and chorally read the story • Clap on and count syllables in words • Sort picture cards by number of syllables • Learn the purpose of and procedure for conferring about books • Read independently	Students will: • Listen to and discuss stories • Retell a story and make text-to-self connections • Echo and chorally read stories • Discuss the pattern in a story and identify rhyming words • Explore spaces and words in sentences • Rebuild a sentence from a story • Read independently and retell	Students will: • Listen to and discuss a story and a poem • Retell a story and make text-to-self connections • Echo read and chorally read a poem • Identify rhyming words and act out lines in a poem • Read independently and retell	Students will: • Listen to and visualize a poem • Draw and share mental images • Make text-to-self connections • Listen to and discuss a story • Echo read a story with attention to punctuation • Explore spaces, words, punctuation, and capitalization in a sentence • Rebuild a sentence from the story • Learn a procedure for and practice self-monitoring • Read independently and self-monitor	Students will: • Listen to and visualize a poem • Identify words that support visualizations • Listen to and discuss a story • Explore the story's illustrations • Echo read part of the story and discuss characters' feelings • Discuss typography • Read independently and visualize	Students will: • Listen to, discuss, and visualize poems • Draw and share mental images • Make text-to-self connections • Echo read a poem and use hand motions for the poem • Identify rhyming words • Chorally read familiar poems • Read independently and visualize	Students will: • Listen to and discuss a story and a poem • Wonder about the story and discuss a character's feelings • Discuss the story's message, and make text-to-self connections • Listen to, discuss, and echo read a poem, learn hand motions for the poem, and discuss alliteration • Clasp on and count syllables • Sort the names of pictures by number of syllables • Read independently and wonder	Students will: • Listen to and discuss stories • Wonder about and retell part of a story • Write about what was wondered • Make predictions • Echo read and chorally read with attention to punctuation • Act out a story • Read independently and wonder	Students will: • Listen to and discuss a story and a poem • Wonder about the story • Read independently and wonder • Echo read and chorally read poems • Learn hand motions for the poem • Identify rhyming words
Letter Names									
Vocabulary	Students will: • Learn and use the words enjoy, energetic, search, and heartbroken • Discuss the inflectional ending -es • Discuss shades of meaning	Students will: • Learn and use the words whirl, scramble, determined, and proud • Discuss the inflectional ending -ing	Students will: • Learn and use the words companion, wade, patient, and sleepless • Review synonyms • Discuss the suffix -less	Students will: • Learn and use the words soar, tangled, snooze, and drowsy • Review synonyms	Students will: • Learn and use the words evening, noiseless, grasp, and observe • Discuss the suffix -less	Students will: • Learn and use the words unpleasant, pleasant, crowded, and uncrowded • Draw and write about vocabulary words • Discuss the prefix -un • Discuss antonyms	Students will: • Learn and use the words peer, drenched, nuisance, and delighted • Review shades of meaning • Review synonyms	Students will: • Learn and use the words assemble, contraption, participate, and startled • Draw and write about vocabulary words	Students will: • Learn and use the words enormous, tiptoe, nibble, and twinkle • Review the inflectional endings -ed and -ing
Handwriting	Students will: • Learn and practice forming the capital letters: C, O, Q, G	Students will: • Review and practice forming the capital letters: T, I, L, H, F, E, C, O, Q, G	Students will: • Learn and practice forming the capital letters: U, N, M, K	Students will: • Learn and practice forming the capital letters: V, W, X, Y	Students will: • Learn and practice forming the capital letters: A, Z	Students will: • Review and practice forming the capital letters: U, N, M, K, V, W, X, Y, A, Z	Students will: • Learn and practice forming the capital letters: D, P, B, R	Students will: • Learn and practice forming the capital letters and punctuation mark: J, S, ?	Students will: • Review and practice forming the capital letters and punctuation mark(s) D, P, R, J, S, ?

	Unit 3: Focus on Retelling Fiction and Poetry			Unit 4: Focus on Visualizing Poetry and Fiction			Unit 5: Focus on Wondering Fiction and Poetry		
	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3
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)
Social Skills Development	Students will: - Speak loudly and clearly - Share partners' thinking - Work and participate responsibly	Students will: - Speak loudly and clearly - Share partners' thinking - Listen carefully - Participate responsibly	Students will: - Participate in partner work and class discussions - Share partners' thinking - Participate responsibly	Students will: - Learn "Think, Pair, Share" - Take turns talking and listening - Act considerately toward others - Speak loudly and clearly - Participate responsibly - Share partners' thinking	Students will: - Take turns talking and listening - Speak loudly and clearly - Participate responsibly	Students will: - Take turns talking and listening - Act considerately toward others - Share partners' thinking - Participate responsibly	Students will: - Share ideas with one another - Work and participate responsibly	Students will: - Share ideas with one another - Work responsibly in pairs - Participate responsibly	Students will: - Share ideas with one another - Work responsibly in pairs - 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.			Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1–12" tab.			Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1–12" tab.		

Being a Reader Second Edition Scope and Sequence Grade K

	Unit 6: Focus on Making Connections Nonfiction and Poetry				Unit 7: Focus on Wondering Nonfiction, Poetry, and Fiction		
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3
Texts	• My Home, Your Home	• Back to School • I Love Our Earth	• A Library Field Trip • A Visit to the Library	• A Visit to the Fire Station • What is Round?	• A Baby Duck Story • A Baby Penguin Story • “I’m a Yellow-bill Duck”	• Baby Zebras • Tiny Little Fly	• Baby Hippos • Five Little Ducks • “From Rags to River Horse: Why Fiona the Star Hippo Had a Rough Start” video
Purpose	In Reading, the students make text-to-self and text-to-text connections with nonfiction books as they engage in an across-grades study of community. In kindergarten, the students focus on places in the communities. They discuss homes, schools, libraries, and fire stations and think about other places in their community. They also informally explore text features. The students continue to build concepts of print and phonological awareness through shared reading activities. During IDR, the students read nonfiction books, share parts they like or think are interesting, and make text-to-self connections. In Vocabulary, the students review previously learned words and learn four new words from each week’s texts. They are introduced to words with multiple meanings, the prefix re- , and the suffix -ful . The students review synonyms and the inflectional endings -ed and -es . In Handwriting, the students begin to learn and practice forming lowercase letters. Socially, the students give their full attention to people who are speaking, share their partners' thinking with the class, and participate responsibly.				In Reading, the students use wondering to help them understand nonfiction texts as they engage in an across-grades exploration of animal life. In kindergarten, the students listen to books about ducks, penguins, zebras, and hippos and learn about the differences between them. The students continue to build concepts of print and oral fluency as they echo read and chorally read poems and stories. They explore elements of author’s craft in a poem, make and confirm predictions, and discuss patterns in stories. During IDR, the students think about and share what they learned and wondered about the books they read independently. In Vocabulary, the students learn four new words from each week’s texts. They review words with multiple meanings, the suffixes -ful and -less , antonyms, and synonyms. In Handwriting, the students continue to learn and practice forming lowercase letters. Socially, the students contribute ideas that are different from others' ideas during class discussions. This requires the students to listen carefully to each other and helps them to build on one another's thinking in later grades.		
Whole-Class Instruction: Reading, Vocabulary, Handwriting, Independent Work							
Whole-Class Reading	Students will: • Listen to and discuss a nonfiction book • Identify what is learned about a topic • Make text-to-self connections • Chorally read familiar poems • Echo read and rebuild lines from a poem • Read independently and self-monitor	Students will: • Listen to and discuss nonfiction books • Identify what is learned about a topic and use text features • Make text-to-self connections • Echo read a book with attention to punctuation • Generate describing words • Read independently	Students will: • Listen to and discuss nonfiction books and revisit familiar books • Make text-to-self connections • Use text features and identify what is learned about a topic • Compare and contrast two nonfiction texts • Echo read and chorally read with attention to punctuation • Rebuild a sentence and explore spaces, words, punctuation, and capitalization • Discuss beat and identify rhyming words • Read independently and make text-to-self connections	Students will: • Listen to and discuss nonfiction books • Make text-to-self connections • Identify what is learned about a topic • Discuss the connection between two ideas in a book • Echo read and chorally read with attention to punctuation • Sort the names of pictures by ending sound • Read independently and make text-to-self connections	Students will: • Listen to and discuss nonfiction books and a poem • Wonder about the topic of the books and identify what is learned about a topic • Discuss the connection between two ideas in a book • Compare and contrast two nonfiction texts • Echo read, chorally read, and act out a poem • Discuss repetition and beat in a poem • Chorally read familiar poems • Read independently, self-monitor, and learn	Students will: • Listen to and discuss a nonfiction book and a fiction story • Wonder about the topic of a book and identify what is learned about a topic • Make and confirm predictions • Echo read and chorally read a story • Discuss the pattern in the story and identify and generate rhyming words • Read independently, wonder, and learn	Students will: • Listen to and discuss a nonfiction book and watch and discuss a video • Wonder about the topic of the book and the video and identify what is learned about a topic • Use text features • Compare and contrast the video and a nonfiction book • Echo read a story • Chorally read with attention to punctuation and discuss punctuation • Discuss the pattern in the story and make and confirm predictions • Rebuild part of the story • Read independently, wonder, and learn
Letter Names							
Vocabulary	Students will: • Learn and use the words apart, explain, attach, and reattach • Draw and write about vocabulary words • Discuss a word with multiple meanings • Discuss the prefix re-	Students will: • Learn and use the words colorful, attend, experiment, and magnify • Discuss the suffix -ful	Students will: • Learn and use the words curious, study, organize, and reorganize • Review the inflectional ending -ed • Review the prefix re-	Students will: • Learn and use the words flash, courageous, communicate, and assist • Review the inflectional ending -es • Review synonyms	Students will: • Learn and use the words rocky, fluffy, icy, and tasty	Students will: • Learn and use the words newborn, wobble, join, and “blend in”	Students will: • Learn and use the words bond, predator, careful, and careless • Draw and write about vocabulary words • Review synonyms and antonyms • Review the suffixes -ful and -less
Hand-writing	Students will: • Learn and practicing forming the lowercase letters: c, o, s	Students will: • Learn and practice forming the lowercase letters: v, w, x, z	Students will: • Learn and practice forming the lowercase letters: l, t, l, u	Students will: • Review and practice forming the lowercase letters: c, o, s, v, w, z, l, t, l, u	Students will: • Learn and practice forming the lowercase letters r, n, m	Students will: • Learn and practice forming the lowercase letters: h, b, k	Students will: • Learn and practice forming the lowercase letters: a, d, e, f

	Unit 6: Focus on Making Connections Nonfiction and Poetry				Unit 7: Focus on Wondering Nonfiction, Poetry, and Fiction		
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3
	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)
Social Skills Development	Students will: - Give full attention to people who are speaking - Share partners' thinking - Participate responsibly - Work responsibly in pairs	Students will: - Give full attention to people who are speaking - Share partners' thking - Participate responsibly	Students will: - Give full attention to people who are speaking - Participate responsibly - Share partners' thinking	Students will: - Give full attention to people who are speaking - Share partners' thinking - Participate responsibly	Students will: - Contribute different ideas - Share and explain thinking - Work and participate responsibly	Students will: - Contribute different ideas - Take turns talking and listening - Share and explain thinking - Participate responsibly	Students will: - Contribute different ideas - Repeat what classmates say - Reflect on partnerships - Work and 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.				Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1–12" tab.		

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	Unit 8: Focus on Using Text Features Nonfiction and Poetry				
	Week 1	Week 2	Week 3	Week 4	Week 5
Texts	• Trains • “I Love to Ride on a Train”	• The Moon • “Night”	• I Love Bugs! • The Sun	• Dolphins • “I’m a Yellow-bill Duck”	• Thank You, Omu!
Purpose	In Reading, the students listen to and discuss expository nonfiction books and use text features to preview the books, locate information within the books, and build knowledge about topics. The students revisit familiar poems and big books and think about which text they enjoyed and why. During IDR, the students read nonfiction books and share what they learned from their books. Later in the unit, the students reflect on how they have changed as readers. 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 -ing , antonyms, synonyms, words with multiple meanings, the suffix -ful , and the prefix un- . In Handwritng, the students learn and practice the stroke sequences for the remaining lowercase letters and the exclamation point. 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 what they like about working together in their classroom community.				
Whole-Class Instruction: Reading, Vocabulary, Handwriting, Independent Work					
Whole-Class Reading	Students will: • Listen to and discuss a nonfiction book • Learn and sing a song • Use text features and identify what is learned about a topic • Make text-to-self connections • Echo read, discuss beat, and identify and match rhyming words in a poem • Chorally read familiar poems • Read independently, self-monitor, and use text features	Students will: • Listen to and discuss a nonfiction book and a poem • Wonder about the topic of a book and use text features • Identify, draw, and write about what is learned about a topic • Echo read, chorally read, and act out the poem • Chorally read familiar poems • Read independently and learn	Students will: • Listen to and discuss a nonfiction book and a nonfiction story • Wonder about the topic of a book and identify what is learned about the topic • Use text features • Echo read and chorally read a nonfiction story • Clap on and count syllables • Sort names of pictures by number of syllables • Read independently and wonder	Students will: • Listen to and discuss a nonfiction book • Use text features and identify what is learned about a topic • Make text-to-self connections • Wonder about the topic of the book • Echo read and chorally read familiar poems • Discuss reading poems together and discuss favorite poems	Students will: • Listen to and discuss a story and revisit familiar books • Make text-to-self connections and wonder about the story • Discuss a character’s feelings • Chorally read familiar books • Write a shared letter • Reflect on contributions to the classroom community • Read independently and revisit reading lives
Letter Names					
Vocabulary	Students will: • Learn and use the words warn, signal, haul, and mighty • Review the inflectional endings -s and -ing	Students will: • Learn and use the words overhead, visible, face, and rough • Review words with multiple meanings • Review antonyms	Students will: • Learn and use the words bright, sphere, creature, and survive	Students will: • Draw and write about vocabulary words • Learn and use the words pointy, diet, playful, and active • Review the suffix -ful	Students will: • Learn and use the words unselfish, selfish, scrumptious, and blue • Review the prefix un- and antonyms • Review synonyms • Review words with multiple meanings
Hand-writing	Students will: • Review and practice forming the lowercase letters r, n, m, h, b, k, a, d, e, f	Students will: • Learn and practice forming the lowercase letters p, j, g	Students will: • Learn and practice forming the lowercase letters and punctuation mark(s): y, q, !	Students will: • Review and practice forming the lowercase letters and punctuation mark(s): p, j, g, y, q, !	

	Unit 8: Focus on Using Text Features Nonfiction and Poetry				
	Week 1	Week 2	Week 3	Week 4	Week 5
	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)
Social Skills Development	Students will: - Listen carefully - Speak clearly - Participate responsibly - Work responsibly in pairs	Students will: - Share thinking - Participate responsibly - Work responsibly in pairs	Students will: - Listen carefully - Participate responsibly	Students will: - Contribute different ideas - Take responsibility for learning and behavior - Participate responsibly - Work responsibly in pairs - Share partners' thinking	Students will: - Reflect on behavior - Participate responsibly - Work responsibly in pairs - Share partners' thinking
	Small-Group Reading Instruction				
Comprehension, Phonics, Fluency, and Decoding	Skills are taught 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_ /i/</i>	Consonant sound: <i>f /f/</i>	Consonant sound: <i>h /h/</i> Short vowel sound: <i>u_ /û/</i>	Consonant sound: <i>d /d/</i> Short vowel sound: <i>o_ /ö/</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 /ë/</i> Consonant sound: <i>y /y/</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> Digraph: <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	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 Folktales Sharks! (Reteaching) Expository nonfiction
Phonological Awareness (Days 1–2)	Blending/identifying middle sound		Blending /segmenting ccvc or cvcc words with <i>sn, st</i>	Blending/ segmenting words with <i>sn, st</i>	Blending/ segmenting words with <i>fl, fr, s</i>	Blending/ segmenting words with <i>pl, sm, s</i>	Blending/ segmenting words with <i>sp, pl</i>	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: <i>wh</i> /wh/, <i>ng</i> /ng/, <i>-ing</i> /ing/	Inflectional ending: <i>_ed</i> /t/, /d/, /ed/ Digraph: <i>qu</i> /khw/	Blends: <i>sn</i> /sn/, <i>st</i> /st/	Blends: <i>fl</i> /fl/, <i>fr</i> /fr/ Inflectional ending: <i>_s</i> /s/, /z/	Blends: <i>gr</i> /gr/, <i>dr</i> /dr/	Blends: <i>pl</i> /pl/, <i>sm</i> /sm/	Blends: <i>sp</i> /sp/, <i>cl</i> /kl/	Blends: <i>sk</i> /sk/, <i>sl</i> /sl/	Long vowel sounds: <i>a_e</i> /ā/, <i>i_e</i> /ī/, <i>e_e</i> /ē/	Long vowel sounds: <i>o_e</i> /ō/, <i>u_e</i> /ū/	Inflectional ending: <i>s</i> with final <i>e</i>	Inflectional ending: <i>ing</i> with final <i>e</i>	Inflectional ending: <i>ed</i> with final <i>e</i>	ee, ea /ē/	r-controlled vowel sounds: <i>er, ir, ur</i> /ūr/	r-controlled vowel sounds: <i>ar</i> /är/, or /ôr/
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	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 Expection: 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 Awarenesses (Days 1–2)	Dropping first sound			Dropping initial consonant blend			Dropping last sound							
Phonological Awarenesses (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 /awl/	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	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	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 Expectation: 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</i> Fiction • F&P: I; Lexile®: 430; DRA®: 16	<i>Sailboats</i> Expository nonfiction • F&P: J; Lexile®: 430; DRA®: 18	<i>The Silver Coins</i> Folktales • F&P: I; Lexile®: 510; DRA®: 16	<i>Ball Games</i> Expository nonfiction • F&P: J; Lexile®: 510; DRA®: 18	<i>Scout's Puppies</i> Narrative nonfiction • F&P: I; Lexile®: 500; DRA®: 16	<i>Ann's Book Club</i> Fiction • F&P: I; Lexile®: 400; DRA®: 16	<i>Chameleon!</i> Expository nonfiction • 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</i> Expository nonfiction • F&P: J; Lexile®: 420L; DRA®: 18	<i>Elephant</i> Expository nonfiction • F&P: J; Lexile®: N/A; DRA®: 18	<i>Puffin Peter</i> Fiction • F&P: J; Lexile®: N/A; DRA®: 18	<i>Aggie Gets Lost</i> Fiction: chapter book • 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 Expecation: 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	<i>Mice</i> Expository nonfiction •F&P: K; Lexile®: 510; DRA®: 20	• “Wonderful Wheels” 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									
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	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,	watch, father, almost, play, gray, worn, turn, know, biggest,	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> Folktale • 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 Anlysis														
Generating Independent Thinking							• Responding to literature						• Sharing and supporting opinions	• Responding to literature
High-Frequency Words and Guided Spelling														
Comprehensio n		• 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 Expecation: Grade 3						Grade-level Expecation: 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> Biography • F&P: N; Lexile®: 760; DRA®: 30	<i>My Name Is María Isabel</i> Fiction: Chapter Book • F&P: N; Lexile®: 860; DRA®: 30	<i>Ice Bear</i> Narrative nonfiction • F&P: N; Lexile®: 800L; DRA®: 30	“Story” Poetry • F&P; Lexile®; DRA®: N/A	<i>The Key Collection</i> Fiction: Chapter Book • F&P: N; Lexile®: 650; DRA®: 30	<i>The Babe & I</i> Historical Fiction • F&P: N; Lexile®: 590; DRA®: 30	<i>Shark Lady</i> Biography • F&P: O; Lexile®: 750L; DRA®: 34	<i>Bee</i> Expository nonfiction • F&P: O; Lexile®: 630L; DRA®: 34	<i>Pop’s Bridge</i> Historical fiction • F&P: O; Lexile®: AD630L; DRA®: 34	<i>Fly Away Home</i> Fiction • F&P: O; Lexile®: 580L; DRA®: 34	<i>Family Reminders</i> Historical Fiction • 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 Anlaysis											
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	• 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				

Being a Writer Scope and Sequence Grade K

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
	The Writing Community	Getting Ideas	Telling More	Just the Facts	Exploring Words Through Poetry	Opinion Writing	Revisiting the Writing Community
	Personal Narrative			Nonfiction	Poetry	Opinion	
Texts	• "Just Watch" from Read-Aloud Rhymes for the Very Young • "Somersaults" from Read-Aloud Rhymes for the Very Young • I Love School! • Titch • When I Get Bigger	• City Signs • Red Is a Dragon: A Book of Colors • Round Is a Mooncake: A Book of Shapes • I Love My Hair! • Freight Train • I Went Walking • Lunch • My Friends • My Favorite Bear • I Have Feelings	• Cookie's Week • When Sophie Gets Angry—Really, Really Angry . . .	• What Happens at an Airport? • I Want to Be a Chef • Vegetables	Selected poems from Read-Aloud Rhymes for the Very Young: • "Wide Awake" • "Shore" • "Blowing Bubbles" • "Toaster Time" • "The Frog on the Log" • "Chums" • "Mice" • "Fish" • "The Squirrel" • "The Meal" • "Crunch and Lick" • "Yellow Butter"	• "Alligators Are Unfriendly" • I Love School! (also used in Unit 1, Week 2)	
Length	4 weeks	10 weeks	4 weeks	3 weeks	3 weeks	2 weeks	1 week
Purpose	In Unit 1, the students are introduced to the idea that marks on a page communicate meaning. They are encouraged to tell their stories in any way they can—through drawing, using letter-like symbols, or standard letters and words writing. The main purpose of Unit 1 is to give teachers time to get to know their students as writers. Students tell their stories aloud to build the foundation of oral language needed for writing. And they begin to see themselves as as contributing members of a caring writing community.	In Unit 2, the students generate writing ideas through hearing and discussing read-aloud books, visualizing, observing the world around them, and making lists. They rehearse their writing by telling their stories orally, and they practice writing letters, words, and sentences. They begin to think about letter–sound relationships in their writing, and they learn to use a word wall.	In Unit 3, the students explore telling more in their stories by adding to their illustrations and writing. Before they write, the students think and talk about what they want to say. After they write, they revisit their drawings and writing and think about what they can add to them. The students write shared stories, choose topics for their own stories, and share their writing from the Author's Chair. They continue to approximate spelling and use a word wall to spell high-frequency words.	In Unit 4, the students hear and discuss nonfiction books and write nonfiction as a class and individually. They explore how nonfiction is different from fiction and write about their classroom, their partners, and food. They gather information for their own nonfiction writing through interviews and observation, and continue to tell more in their writing. They review approximating spelling and continue to explore writing and punctuating sentences.	In Unit 5, the students explore words through hearing, discussing, and writing poems. They visualize and act out poems to make sense of them and to get ideas for their own poems. They explore interesting words they hear in poems and generate lists of interesting words to use in their own poems. They share their poems in pairs and as a class and create individual books of poetry. They review approximating spelling and using the word wall.	In Unit 6, the students hear and discuss examples of opinion writing. They learn what an opinion is, generate opinions about topics, explore clearly stating an opinion, and provide reasons to support their thinking. The students continue to use the word wall to spell unfamiliar words, and they practice capitalizing the pronoun I.	During this one-week unit, 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.
Writing Craft and Genre	Students will: • Hear and discuss good writing • Generate ideas from read-alouds • Write stories using drawing, letter-like symbols, or standard letters or words.	Students will: • Hear and discuss good writing • Generate ideas for writing by visualizing, observing, and making lists • Tell ideas orally before writing • Express their ideas through writing or drawing	Students will: • Hear and discuss good writing • Reread and add details to tell more • Write or draw on assigned and self-selected topics • Explore how a professional author tells more	Students will: • Hear, discuss, and explore nonfiction books • Talk, draw, and write about nonfiction topics • Gather information for nonfiction writing through interviews and observation • Use their senses to generate facts about a food • Reread and add information • Match writing to illustrations	Students will: • Hear, discuss, and act out poems to get ideas for writing poems • Visualize to make sense of poems • Generate lists of descriptive words • Explore descriptive language and interesting words in poems • Write poems individually and as a class	Students will: • Learn what an opinion is • Hear and discuss examples of opinion writing • Explore clearly stating an opinion and supporting it with reasons • Match writing to illustrations • Reread and add details to tell more	Students will: • Reflect on growth as writers and as community members • Plan summer writing
Skills and Conventions	Students will: • Draw pictures to tell stories	Students will: • Practice basic conventions of writing (e.g., writing left to right and putting spaces between words) • Explore using a word wall to spell high-frequency words • Approximate spelling using letter–sound relationships • Capitalize the first letters of sentences and use periods at the ends	Students will: • Practice basic conventions of writing (e.g., writing letters, words, sentences) • Capitalize the first letters of sentences and use periods at the ends • Explore using a word wall to spell high-frequency words • Approximate spelling using letter–sound relationships • Explore adding -s or -es to form plural nouns • Explore using prepositions	Students will: • Practice basic conventions of writing (e.g., attempting to write sentences) • Capitalize the first letters of sentences and use periods at the ends • Explore using a word wall to spell high-frequency words • Approximate spelling using letter–sound relationships • Practice adding -s or -es to form plural nouns • Practice using prepositions • Explore using question words	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 • Explore using a word wall to spell high-frequency words • Approximate spelling using letter–sound relationships • Use descriptive words in their writing • Practice adding -s or -es to form plural nouns • Practice using prepositions • Practice writing questions	Students will: • Practice basic conventions of writing (e.g., attempting to write sentences) • Capitalize the first letters of sentences and use periods at the ends • Explore using a word wall to spell high-frequency words • Approximate spelling using letter–sound relationships • Practice adding -s or -es to form plural nouns • Practice using prepositions • Practice writing questions • Practice capitalizing the pronoun I	

Being a Writer Scope and Sequence Grade K

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
	The Writing Community	Getting Ideas	Telling More	Just the Facts	Exploring Words Through Poetry	Opinion Writing	Revisiting the Writing Community
	Personal Narrative			Nonfiction	Poetry	Opinion	
Length	4 weeks	10 weeks	4 weeks	3 weeks	3 weeks	2 weeks	1 week
Independent Practice	Students will: • Build stamina for writing independently (e.g., 5–10 minutes) • Draw and write about things they can do • Draw and write about what they like about kindergarten • Draw and write about their families • Draw and write about what they will do when they get bigger • Draw and write freely about things they are interested in • Share writing as a community	Students will: • Build stamina for writing independently (e.g., 10–15 minutes) • Hear, discuss, and observe written words in the environment • Draw and write about places they like to go • Draw and write about objects of various colors • Draw and label objects of various colors and shapes • Write about themselves and things they like • Draw and write about their classroom • Visualize and write about favorite foods and animals • List friends and write about them • Share writing as a community	Students will: • Build stamina for writing independently (e.g., 15–20 minutes) • Contribute to shared stories and write their own • Select their own topics for writing • Visualize to get story ideas • Reread their stories and tell more • Share their stories from the Author’s Chair	Students will: • Write independently for 15–20 minutes • Write facts about the classroom and illustrate their writing for a class book • Interview their partners • Write and draw two-page books about their partners • Write and draw two-page books about a food • Share their writing from the Author’s Chair	Students will: • Write independently for 15–20 minutes • Draw and write about their visualizations • Write shared and individual poems • Share their poems from the Author’s Chair	Students will: • Write independently for 15–20 minutes • Write opinion pieces about animals that would and would not make good pets • Write opinion pieces about class activities • Write opinion letters about end-of-year celebration ideas • Share their opinion letters from the Author’s Chair	Students will: • Write independently for 15–20 minutes • Write about what they liked about the writing lessons this year • Plan their summer writing • Write a shared letter to next year’s class about building the writing community
Social Skills Development	Students will: • Learn the procedure for gathering • Learn procedures for sharing writing as a community and in pairs • Learn and practice “Turn to Your Partner” • Get to know one another • Speak clearly • Listen to one another • Use Writing Time responsibly • Begin working with partners • Share writing ideas with their partners • Take turns talking and listening	Students will: • Move around the room responsibly • Learn “Think, Pair, Share” • Express appreciation for one another’s writing • Give their full attention to the person who is speaking • Share writing in pairs • Treat one another as friends • Share their partners’ thinking with the class • Work responsibly in pairs • Act responsibly during whole-class sharing • Ask one another questions about their writing	Students will: • Learn the prompts “I found out . . .” and “I want to know . . .” to express interest in one another’s writing • Share stories as a community • Learn the procedures for Author’s Chair sharing	Students will: • Share materials fairly • Handle materials responsibly • Reach agreement before making decisions • Act responsibly during Author’s Chair sharing • Discuss and solve problems that arise in their work together • Imagine and discuss how others might feel (Act in fair and caring ways) • Act considerately toward others • Thank one another for their help	Students will: • Move around the room responsibly • Work responsibly in pairs • Discuss and solve problems that arise in their work together • Share their partners’ writing with the class • Speak clearly and listen to one another • Get ideas by listening to others	Students will: • 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