## Being a Writer Scope and Sequence Grade 1

### Writing Community
- **Getting Ideas**
  - Fiction
    - Picture Books
  - Personal Narrative
    - Personal Experiences
    - Friendly Tales
    - Over the Headboard
  - Poetry
    - "Why Hurry?" "Why Wait?"
    - "Riding on the Train" and "Snow in July"
    - "Words and Songs"
    - "Singing"

- **Telling More**
  - Fiction
    - Picture Books
  - Personal Narrative
    - Personal Experiences
  - Poetry
    - "Words and Songs"

- **Writing Stories About Me**

- **Reading Nonfiction**

- **Exploring Words Through Poetry**

- **Opinion Writing**

- **Revisiting the Writing Community**

### Purpose
- **Between Words**
  - Add to their illustrations and stories
  - Writing left to right and putting spaces
  - Writing model writing, and write and illustrate stories.
  - Visualize to get ideas for writing
  - See you many creative and free-writing experiences
  - Spark originality.
  - The students learn cooperative structures such as "Turn to Your Neighbor" and "I found out..."
  - They learn to work independently for writing.
  - The students think and talk about their writing.
  - They share their writing from the Author’s Chair.
  - They change their opinions on writing, providing reasons to support their opinions, and writing about their opinions.
  - They continue to practice writing in real writing situations.
  - They practice using the writing process by each other.
  - They read other children’s writing.
  - They respond to their partner’s thinking and sharing their own ideas.

### Texts
- **5 weeks**
  - Students explore using their understanding by selecting their own sentences and stories to illustrate.
  - They choose their own words and stories in their illustrations and stories, reflecting on their thinking and sharing their own ideas.
  - They read other children’s writing.

- **6 weeks**
  - Students learn to work independently for writing.
  - The students think and talk about their writing.
  - They share their writing from the Author’s Chair.
  - They respond to their partner’s thinking and sharing their own ideas.

### Skills and Conventions
- **5 weeks**
  - Students learn to work independently for writing.
  - The students think and talk about their writing.
  - They share their writing from the Author’s Chair.

- **6 weeks**
  - Students learn to work independently for writing.
  - The students think and talk about their writing.
  - They share their writing from the Author’s Chair.

### Unit 1: The Writing Community

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td><strong>Personal Narrative</strong></td>
<td><strong>Poetry</strong></td>
<td><strong>Nonfiction</strong></td>
<td><strong>Writing Stories About Me</strong></td>
</tr>
<tr>
<td>Picture Books</td>
<td>Personal Experiences</td>
<td>&quot;Why Hurry?&quot; &quot;Why Wait?&quot;</td>
<td>&quot;Words and Songs&quot;</td>
<td>&quot;Snow in July&quot; and &quot;Riding on the Train&quot;</td>
</tr>
<tr>
<td>Picture Books</td>
<td>Personal Experiences</td>
<td>&quot;Words and Songs&quot;</td>
<td>&quot;Words and Songs&quot;</td>
<td>&quot;Words and Songs&quot;</td>
</tr>
<tr>
<td>Picture Books</td>
<td>Personal Experiences</td>
<td>&quot;Words and Songs&quot;</td>
<td>&quot;Words and Songs&quot;</td>
<td>&quot;Words and Songs&quot;</td>
</tr>
</tbody>
</table>

### Unit 2: Getting Ideas

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Nonfiction</strong></td>
<td><strong>Exploring Words Through Poetry</strong></td>
<td><strong>Opinion Writing</strong></td>
<td><strong>Revisiting the Writing Community</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 3: Telling More

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Stories About Me</strong></td>
<td><strong>Reading Nonfiction</strong></td>
<td><strong>Exploring Words Through Poetry</strong></td>
<td><strong>Opinion Writing</strong></td>
<td><strong>Revisiting the Writing Community</strong></td>
</tr>
</tbody>
</table>

### Unit 4: Writing About Me

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Nonfiction</strong></td>
<td><strong>Exploring Words Through Poetry</strong></td>
<td><strong>Opinion Writing</strong></td>
<td><strong>Revisiting the Writing Community</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 5: Exploring Words Through Poetry

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinion Writing</strong></td>
<td><strong>Revisiting the Writing Community</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 6: Opinion Writing

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revisiting the Writing Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Making Meaning Scope and Sequence Grade 1

### Unit 1: Making Connections
- **Purpose**: Reviewing student-generated mini units from the previous year.
- **Goals**: Students will be able to:
  - Share their thinking about their learning experiences.
  - Reflect on their relationships with others.
- **Materials**: Students bring their mini units to class.
- **Teaching Strategies**:
  - Beginning with mini book bags (book bags from the classroom library)
  - A review of favorite part of the story (independently)
  - Group sharing:
    - Five students volunteer to share their favorite part of the story
    - Students share their favorite part of the story (independently)
  - **Think Aloud**:
    - Students share their favorite part of the story
    - Students share their favorite part of the story

### Unit 2: Social Skill Development
- **Purpose**: Enhancing social skills through cooperative learning and communication.
- **Goals**: Students will be able to:
  - Work cooperatively with others.
  - Take turns talking and listening.
- **Materials**: Cooperative learning activities.
- **Teaching Strategies**:
  - Beginning with new partners:
    - Cooperative learning
    - Cooperative learning
  - Group sharing:
    - Cooperative learning
    - Cooperative learning
  - **Think Aloud**:
    - Cooperative learning
    - Cooperative learning

### Unit 3: Whole-Word/Context Comprehension (OCC)
- **Purpose**: Enhancing comprehension through whole-word and context clues.
- **Goals**: Students will be able to:
  - Read independently up to 15 minutes.
  - Practice rereading.
- **Materials**: OCC activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

### Unit 4: Independent Reading (IR)
- **Purpose**: Enhancing comprehension through independent reading.
- **Goals**: Students will be able to:
  - Read independently for up to 15 minutes.
  - Reflect on their reading lives.
- **Materials**: IR activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

### Unit 5: Making Connections
- **Purpose**: Enhancing connections through language and content.
- **Goals**: Students will be able to:
  - Make text-to-self and text-to-text connections.
  - Practice rereading.
- **Materials**: Connecting activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

### Unit 6: Whole-Word/Context Comprehension (OCC)
- **Purpose**: Enhancing comprehension through whole-word and context clues.
- **Goals**: Students will be able to:
  - Read independently up to 15 minutes.
  - Practice rereading.
- **Materials**: OCC activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

### Unit 7: Independent Reading (IR)
- **Purpose**: Enhancing comprehension through independent reading.
- **Goals**: Students will be able to:
  - Read independently for up to 15 minutes.
  - Reflect on their reading lives.
- **Materials**: IR activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

### Unit 8: Reflect on Student's Growth as Readers
- **Purpose**: Reflecting on student growth as readers.
- **Goals**: Students will be able to:
  - Share what they like about their books.
  - Reflect on their reading lives.
- **Materials**: Reflecting activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

### Unit 9: Independent Reading (IR)
- **Purpose**: Enhancing comprehension through independent reading.
- **Goals**: Students will be able to:
  - Read independently up to 15 minutes.
  - Reflect on their reading lives.
- **Materials**: IR activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

### Unit 10: Reflect on Student's Growth as Readers
- **Purpose**: Reflecting on student growth as readers.
- **Goals**: Students will be able to:
  - Share what they like about their books.
  - Reflect on their reading lives.
- **Materials**: Reflecting activities.
- **Teaching Strategies**:
  - Beginning with mini book bags:
    - A review of favorite part of the story
    - A review of favorite part of the story
  - Group sharing:
    - A review of favorite part of the story
  - **Think Aloud**:
    - A review of favorite part of the story

---

### Making Meaning Scope and Sequence Grade 1

<table>
<thead>
<tr>
<th>Unit 1: Making Meaning</th>
<th>Unit 2: Social Skill Development</th>
<th>Unit 3: Whole-Word/Context Comprehension (OCC)</th>
<th>Unit 4: Independent Reading (IR)</th>
<th>Unit 5: Making Meaning</th>
<th>Unit 6: Whole-Word/Context Comprehension (OCC)</th>
<th>Unit 7: Independent Reading (IR)</th>
<th>Unit 8: Reflect on Student's Growth as Readers</th>
<th>Unit 9: Independent Reading (IR)</th>
<th>Unit 10: Reflect on Student's Growth as Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Enhancing social skills</td>
<td>Enhancing comprehension through whole-word and context clues</td>
<td>Enhancing comprehension through independent reading</td>
<td>Enhancing connections through language and content</td>
<td>Enhancing comprehension through whole-word and context clues</td>
<td>Enhancing comprehension through independent reading</td>
<td>Reflecting on student growth as readers</td>
<td>Enhancing comprehension through independent reading</td>
<td>Reflecting on student growth as readers</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Enhancing social skills</td>
<td>Enhancing comprehension through whole-word and context clues</td>
<td>Enhancing comprehension through independent reading</td>
<td>Enhancing connections through language and content</td>
<td>Enhancing comprehension through whole-word and context clues</td>
<td>Enhancing comprehension through independent reading</td>
<td>Reflecting on student growth as readers</td>
<td>Enhancing comprehension through independent reading</td>
<td>Reflecting on student growth as readers</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Mini book bags</td>
<td>Connecting activities</td>
<td>Reading independently up to 15 minutes</td>
<td>Connecting activities</td>
<td>Connecting activities</td>
<td>Reading independently up to 15 minutes</td>
<td>Reflecting activities</td>
<td>Reading independently up to 15 minutes</td>
<td>Reflecting activities</td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
<td>Beginning with new partners</td>
<td>Cooperative learning</td>
<td>Reflect on their reading lives</td>
<td>Beginning with mini book bags</td>
<td>Beginning with mini book bags</td>
<td>Reflect on their reading lives</td>
<td>Reflecting activities</td>
<td>Reflecting activities</td>
<td>Reflecting activities</td>
</tr>
<tr>
<td><strong>Think Aloud</strong></td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
<td>A review of favorite part of the story</td>
</tr>
</tbody>
</table>
### Being a Reader Scope and Sequence Grade 1

#### Week 1

**Foundation Setting Lessons**

- **Day 1:** Learn the purposes of independent work
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Connections**

- **Day 1:** Practice assigned work from small group reading instruction
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Rotations and Check-Ins**

- **Day 1:** Particiapte responsibly for their learning and behavior as they move to independent work areas
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

#### Week 2

**Foundation Setting Lessons**

- **Day 1:** Learn the procedures for exchanging books
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Connections**

- **Day 1:** Read poems in poetry readers as a class
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Rotations and Check-Ins**

- **Day 1:** Read poems in poetry readers as a class
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

#### Week 3

**Foundation Setting Lessons**

- **Day 1:** Engage in independent work rotations (reading, writing, and word work)
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Connections**

- **Day 1:** Practice assigned work from small group reading instruction
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Rotations and Check-Ins**

- **Day 1:** Particiapte responsibly for their learning and behavior as they move to independent work areas
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

#### Week 4

**Foundation Setting Lessons**

- **Day 1:** Learn poems in poetry readers as a class
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Connections**

- **Day 1:** Practice assigned work from small group reading instruction
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

**Independent Work Rotations and Check-Ins**

- **Day 1:** Particiapte responsibly for their learning and behavior as they move to independent work areas
- **Day 2:** Engage in independent work rotations (reading, writing, and word work)
- **Day 3:** Engage in independent work rotations (reading, writing, and word work)
- **Day 4:** Engage in independent work rotations (reading, writing, and word work)

---

[Week 5-10]
Week 11

Week 12

Week 13

Week 14

Week 15

Week 16

Week 17

Week 18

Week 19

Week 20

**Purpose**

This week, the students will continue their weekly sequencing and categorization of the poems in the Week 18 "Sharing Reading" check-in lesson. They will then be able to use their poems to create a sequence and categorization once they can read the text. Teachers will then be able to use the "Sharing Reading" check-in lesson to practice reading the poems.

**Texts**

The texts in this mini unit will provide a basis for further exploration into the concept of rhyme in the poetry readers. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.

**Independent Work Rotations and Check-in Lessons**

The students will practice and explore the poems in pairs. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.

**Whole-class Instruction: Shared Reading, Learning Letter Names, Handwriting, Independent Work/Foundation Setting Lessons/Check-in Lessons**

The students will practice and explore the poems in pairs. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.

**Independent Work Connections**

The students will practice and explore the poems in pairs. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.

**Week 18 Review (Handwriting)**

The students will practice and explore the poems in pairs. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.

**Week 19 Review (Handwriting)**

The students will practice and explore the poems in pairs. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.

**Week 20 Review (Handwriting)**

The students will practice and explore the poems in pairs. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.

**Comprehension/Reading and Writing**

The students will practice and explore the poems in pairs. Teachers will use the "Sharing Reading" check-in lesson to practice reading the poems.
### Whole-class Instruction: Shared Reading, Learning Letter Names, Handwriting, Independent Work (Foundation Setting Lessons/Check-in Lessons)

| Week | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| **Whole-class Instruction** | **Shared Reading, Learning Letter Names, Handwriting, Independent Work (Foundation Setting Lessons/Check-in Lessons)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 1** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 2** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | **Listen to and discuss a book** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

### Independent Work Rotations and Check-in Lessons

| Week | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| **Independent Work Rotations** | **Independent Work Rotations** | **Independent Work Rotations** | **Independent Work Rotations** | **Independent Work Rotations** | **Independent Work Rotations** | **Independent Work Rotations** | **Independent Work Rotations** | **Independent Work Rotations** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 1** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 2** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

### Small-group Reading Instruction

| Week | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| **Small-group Reading Instruction** | **Small-group Reading Instruction** | **Small-group Reading Instruction** | **Small-group Reading Instruction** | **Small-group Reading Instruction** | **Small-group Reading Instruction** | **Small-group Reading Instruction** | **Small-group Reading Instruction** | **Small-group Reading Instruction** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

### Independent Work Connections

| Week | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| **Independent Work Connections** | **Independent Work Connections** | **Independent Work Connections** | **Independent Work Connections** | **Independent Work Connections** | **Independent Work Connections** | **Independent Work Connections** | **Independent Work Connections** | **Independent Work Connections** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 1** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 2** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

### Comprehensive Reading, Writing, and Informational Texts

| Week | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | **Comprehensive Reading, Writing, and Informational Texts** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 1** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Lesson 2** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | **Listen carefully** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

© Center for the Collaborative Classroom
### 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 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)**

### Text

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>Expository nonfiction</td>
<td>The Kick (Reteaching)</td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
<tr>
<td>Fiction</td>
<td>Fiction</td>
</tr>
</tbody>
</table>

### Phonological Awareness (Day 1)

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
<tr>
<td>cvc words with i, a, e</td>
<td>cvc words with i, a, e</td>
</tr>
</tbody>
</table>

### Phonological Awareness (Day 2)

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying first sound</td>
<td>Identifying middle sound</td>
</tr>
<tr>
<td>Blending onsets and rimes: M/</td>
<td>Blending onsets and rimes: M/</td>
</tr>
<tr>
<td>Blending onsets and rimes: N/</td>
<td>Blending onsets and rimes: N/</td>
</tr>
<tr>
<td>Blending onsets and rimes: V/</td>
<td>Blending onsets and rimes: V/</td>
</tr>
<tr>
<td>Blending onsets and rimes: W/</td>
<td>Blending onsets and rimes: W/</td>
</tr>
<tr>
<td>Blending onsets and rimes: N/</td>
<td>Blending onsets and rimes: N/</td>
</tr>
<tr>
<td>Blending onsets and rimes: S/</td>
<td>Blending onsets and rimes: S/</td>
</tr>
<tr>
<td>Blending onsets and rimes: T/</td>
<td>Blending onsets and rimes: T/</td>
</tr>
<tr>
<td>Blending onsets and rimes: I/</td>
<td>Indistinguishable middle sound</td>
</tr>
</tbody>
</table>

### Reading and Vocabulary Development

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can, can't, isn't, is, are, do</td>
<td>Can, can't, isn't, is, are, do</td>
</tr>
<tr>
<td>to, go, no, my, here, they, this</td>
<td>to, go, no, my, here, they, this</td>
</tr>
<tr>
<td>to, go, no, my, here, they, this</td>
<td>to, go, no, my, here, they, this</td>
</tr>
</tbody>
</table>

### Guided Reading

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading meaningful text to develop a sense of characters</td>
<td>Reading meaningful text to develop a sense of characters</td>
</tr>
<tr>
<td>Beginning to understand the single event in the story and characters</td>
<td>Beginning to understand the single event in the story and characters</td>
</tr>
<tr>
<td>Beginning to understand the single event in the story and characters</td>
<td>Beginning to understand the single event in the story and characters</td>
</tr>
</tbody>
</table>

### Comprehension

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery Test 1</td>
<td>Mastery Test 2</td>
</tr>
<tr>
<td>Mastery Test 2</td>
<td>Mastery Test 3</td>
</tr>
<tr>
<td>Mastery Test 3</td>
<td>Mastery Test 4</td>
</tr>
</tbody>
</table>
**Being a Reader Small-group Reading Sets 1–12 Scope and Sequence**

### Purpose
Guided
High-frequency
Spelling-Sounds
Assessment
*(Day 3)*

**Guided Reading**

**Grade-level Expectation: Grade 1**

**Set 3**

- Phonological Awareness
  - **Week 1 (3 days)**: Blending/identifying middle sound
  - **Week 2 (3 days)**: Blending onsets and multisyllabic words
  - **Week 3 (3 days)**: Blending onsets and vowels
  - **Week 4 (3 days)**: Segmenting words or sounds
  - **Week 5 (3 days)**: Segmenting words or sounds
  - **Week 6 (3 days)**: Blending/identifying middle sound
  - **Week 7 (3 days)**: Segmenting words or sounds

**Narrative Reading**

**Fiction**

- **Week 1 (3 days)**: The Good Little Fire Truck
- **Week 2 (3 days)**: The Band (Retracing)
- **Week 3 (3 days)**: The Clowns (Retracing)
- **Week 4 (3 days)**: Expository nonfiction
- **Week 5 (3 days)**: Fiction
- **Week 6 (3 days)**: Fiction
- **Week 7 (3 days)**: Folktales
- **Week 8 (3 days)**: Expository nonfiction

**Nonfiction**

- **Week 1 (3 days)**: Ducks, Part 1
- **Week 2 (3 days)**: Ducks, Part 2
- **Week 3 (3 days)**: Ducks, Part 3
- **Week 4 (3 days)**: Ducks, Part 4
- **Week 5 (3 days)**: Ducks, Part 5
- **Week 6 (3 days)**: Ducks, Part 6
- **Week 7 (3 days)**: Ducks, Part 7
- **Week 8 (3 days)**: Ducks, Part 8

**Phonological Awareness**

- **Week 1 (3 days)**: Blending/identifying middle sound
- **Week 2 (3 days)**: Blending onsets and multisyllabic words
- **Week 3 (3 days)**: Blending onsets and vowels
- **Week 4 (3 days)**: Segmenting words or sounds
- **Week 5 (3 days)**: Segmenting words or sounds
- **Week 6 (3 days)**: Blending/identifying middle sound
- **Week 7 (3 days)**: Segmenting words or sounds

**Assessment**

- **Week 1 (3 days)**: Mastery Test 5
- **Week 2 (3 days)**: Mastery Test 6
- **Week 3 (3 days)**: Mastery Test 7
- **Week 4 (3 days)**: Mastery Test 8
## Grade-level Expectation: 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 k and w. 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 1B). 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

<table>
<thead>
<tr>
<th>Week 1 (3 days)</th>
<th>Week 2 (3 days)</th>
<th>Week 3 (3 days)</th>
<th>Week 4 (3 days)</th>
<th>Week 5 (3 days)</th>
<th>Week 6 (3 days)</th>
<th>Week 7 (3 days)</th>
<th>Week 8 (3 days)</th>
<th>Week 9 (3 days)</th>
<th>Week 10 (3 days)</th>
<th>Week 11 (3 days)</th>
<th>Week 12 (3 days)</th>
<th>Week 13 (3 days)</th>
<th>Week 14 (3 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonfiction</td>
<td>Fiction</td>
<td>Fiction</td>
<td>Fiction</td>
<td>Fiction</td>
<td>Key fiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
</tr>
<tr>
<td>Reteaching</td>
<td>Nonfiction</td>
<td>Nonfiction</td>
<td>Campfire</td>
<td>Nonfiction</td>
<td>Expository nonfiction</td>
<td>Nonfiction</td>
<td>Nonfiction</td>
<td>Nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
</tr>
</tbody>
</table>

#### Phonological Awareness (Day 1–2)

- Omitting phonological awareness on Day 3 allows for more time to discuss the week's book.

#### Spelling Sounds

Examples of words with teacher guidance on sounds:
- A single vowel sound: break a new word
- Complex vowel sounds: sound as /aw/ in about
- Complex vowel sounds: sound as /ai/ in rain
- Complex vowel sounds: sound as /oo/ in book
- Complex vowel sounds: sound as /i/ in kite
- Complex vowel sounds: sound as /ay/ in day
- Vowel combination sounds: sound as /er/ in far
- Vowel combination sounds: sound as /ar/ in car
- Intentional endings: sound as /ed/ in read
- Complex vowel sounds: sound as /oi/ in toy
- Complex vowel sounds: sound as /ou/ in show
- Intentional endings: sound as /ed/ in read
- Vowel combination sounds: sound as /ar/ in car
- Vowel combination sounds: sound as /oi/ in toy
- Silent combination sounds: sound as /ay/ in day

#### High-Frequency Words

- After, work
- Read, read (2)
- Live, ever, only
- Walk, talk, because, children
- Each, picture
- More, greet
- Enough, once
- Enough, watch, been
- His, kind, find, it
- Bread, four, answer
- Seven, young, large
- Earth, most, changes

#### Guided Spelling

- Art, knit, word
- Hop, safe, father
- Knot, sport, work
- Do you go to school?
- How, until, crowd
- Learn, picture
- Campfire, hatch
- Only, life
- Plant seeds
- Grow, shade, gray
day, live
- It may rain
- Frost, ice, word
- Wind, children
- Talk, palm, talk
- Do we play ball?
- Wind, lift, swing
- Soft, picture
- The boat is floating
- High, high, move
- Ice, bright
- Pupils can bark
- Ice, melt, ground, night, watch
- Life we found a toad
- Snow, coins, free
- Shut, boy, find
- Children like toys
- theirs, place, learn
- Time, icy, large
- Skate on ice

#### Compahension Skills

- Using illustrations to support understanding in nonfiction
- Using quotation marks to identify what a character says
- Identifying problem and solution
- Making text-to-text connections
- Identifying character's feelings
- Making text-to-self connections
- Sequencing
- Making predictions
- Making inferences
- Identifying what you learned from nonfiction
- Identifying what you learned from fiction
- Making predictions
- Making inferences
- Identifying what you learned from nonfiction
- Making predictions
- Making inferences
- Identifying what you learned from fiction
- Making inferences
- Exploring text features

#### Foundational Skills Assessment

- Mastery Test 9
- Mastery Test 10
- Mastery Test 11
- Mastery Test 12

© Center for the Collaborative Classroom
# Being a Reader: Small-group Reading Sets 1–12 Scope and Sequence

## Grade-level Expectation: Grade 1

### Set 6
- **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. Set 6 books 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.
- **Length**: 3 days
- **Text**:
  - **Sunny Days, Starry Nights**: Expository nonfiction, F&P: K; Lexile®: 440; DRA®: 20
  - **New School**: Fiction, F&P: I; Lexile®: 430; DRA®: 16
  - **Sailboats**: Expository nonfiction, F&P: J; Lexile®: 430; DRA®: 18
  - **The Silver Coins**: Folktale, F&P: I; Lexile®: 510; DRA®: 16
  - **Ball Games**: Expository nonfiction, F&P: J; Lexile®: 510; DRA®: 18
  - **Scout’s Puppies**: Narrative nonfiction, F&P: I; Lexile®: 500; DRA®: 16
  - **Ann’s Book Club**: Fiction, F&P: I; Lexile®: 400; DRA®: 16
  - **Chameleon!**: Expository nonfiction, F&P: J; Lexile®: 390L; DRA®: 18
  - **Jellyfish**: Expository nonfiction, F&P: J; Lexile®: 420L; DRA®: 18
  - **Elephant**: Expository nonfiction, F&P: J; Lexile®: N/A; DRA®: 18
  - **Puffin Peter**: Fiction, F&P: J; Lexile®: N/A; DRA®: 18
  - **Aggie Gets Lost**: Fiction: chapter book, F&P: J; Lexile®: 320L; DRA®: 18
- **Fluency**:
  - Phrasing (grouping words together)
  - Paying attention to characters’ feelings
  - Paying attention to punctuation
- **Self-monitoring and Self-correction**:
  - Reading polysyllabic words
  - Analyzing compound words
- **Word Analysis**:
  - Reading polysyllabic words
  - Analyzing polysyllabic words
- **Generating Independent Thinking**:
  - Reading polysyllabic words
  - Analyzing compound words
- **Comprehension**:
  - Exploring text features
  - Sequencing and retelling
  - Making text-to-self connections
  - Understanding character
  - Retelling
  - Understanding character
  - Exploring text features
  - Exploring text features
  - Sequencing and retelling
  - Sequencing and retelling
- **Formative Assessment**:
  - Group Progress Assessment
  - Individual Reading Observation

### Set 7
- **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.
- **Length**: 3 days
- **Text**:
  - **Kate and Cocoa**: Fiction: chapter book, F&P: J; Lexile®: 420L; DRA®: 18
  - **Ball Games**: Expository nonfiction, F&P: J; Lexile®: N/A; DRA®: 18
  - **“A Small Stall” from Cowgirl**: Fiction: chapter book, F&P: J; Lexile®: 420L; DRA®: 18
  - **Jellyfish**: Expository nonfiction, F&P: J; Lexile®: N/A; DRA®: 18
  - **Elephant**: Expository nonfiction, F&P: J; Lexile®: N/A; DRA®: 18
  - **Puffin Peter**: Fiction, F&P: J; Lexile®: N/A; DRA®: 18
  - **Aggie Gets Lost**: Fiction: chapter book, F&P: J; Lexile®: 320L; DRA®: 18
- **Fluency**:
  - Paying attention to punctuation
  - Reading for listeners (Reader’s Theater)
- **Self-monitoring and Self-correction**:
  - Reading polysyllabic words
  - Analyzing polysyllabic words
- **Word Analysis**:
  - Reading polysyllabic words
  - Analyzing polysyllabic words
- **Generating Independent Thinking**:
  - Reading polysyllabic words
  - Analyzing polysyllabic words
- **Comprehension**:
  - Exploring text features
  - Sequencing and retelling
  - Making text-to-self connections
  - Understanding character
  - Retelling
  - Understanding character
  - Exploring text features
  - Exploring text features
  - Sequencing and retelling
  - Sequencing and retelling
- **Formative Assessment**:
  - Group Progress Assessment
  - Individual Reading Observation

© Center for the Collaborative Classroom
Being a Reader: Small-group Reading Sets 1–12 Scope and Sequence

**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 help 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**
Grade-level Expectation: Grade 2
Set 7 (con’t)

<table>
<thead>
<tr>
<th>Text</th>
<th>Grade-level Expectation: Grade 2</th>
<th>Grade-level Expectation: Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: AD660L; DRA®: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expository nonfiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;P: K; Lexile®: N/A; DRA®: N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Purpose

<table>
<thead>
<tr>
<th>Length</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days</td>
<td>Purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Not Norman</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Penguins</em> Expository nonfiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Golden Gate Bridge</em> Expository nonfiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
<tr>
<td><em>Happy Like Soccer</em> Fiction</td>
<td>Purpose</td>
</tr>
</tbody>
</table>

### Fluency

- Paying attention to characters' feelings
- Paying attention to punctuation

### Self-monitoring and self-correcting

- Self-monitoring and self-correcting

### Word Analysis

- Responding to literature

### High-frequency Words and Guided Spelling

- Sharing and supporting opinions
- Responding to literature

### Comprehension

- Understanding character
- Making text-to-text connections

### Formative Assessment

- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation

© Center for the Collaborative Classroom
### 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.

### Text

<table>
<thead>
<tr>
<th>Text</th>
<th>Purpose</th>
<th>Length</th>
<th>Grade-level Expectation: Grade 3</th>
<th>Grade-level Expectation: Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tree Lady Biography</td>
<td>Reading for listeners</td>
<td>3 days</td>
<td>Grades 2-3</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>My Name Is María Isabel Fiction Chapter Book</td>
<td>Reading for listeners</td>
<td>6 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>Ice Bear Narrative nonfiction</td>
<td>Self-monitoring and self-correcting</td>
<td>3 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>The Key Collection Fiction: Chapter Book</td>
<td>Responding to literature</td>
<td>6 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>The Babe &amp; I Historical Fiction</td>
<td>Responding to literature</td>
<td>3 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>Shark Lady Expository nonfiction</td>
<td>Sharing and supporting opinions</td>
<td>6 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>Bee Expository nonfiction</td>
<td>Sharing and supporting opinions</td>
<td>3 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>Pop's Bridge Historical fiction</td>
<td>Responding to literature</td>
<td>9 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>Fly Away Home Fiction</td>
<td>Exploring text features</td>
<td>6 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
<tr>
<td>Family Reminders Historical Fiction</td>
<td>Making text-to-text connections</td>
<td>3 days</td>
<td>Grades 3-4</td>
<td>Grades 3-4</td>
</tr>
</tbody>
</table>

### Comprehension

- Understanding character and setting
- Understanding problem and solution
- Determining topic
- Determining theme
- Making text-to-self connections
- Exploring text features
- Making text-to-text connections

### Fluency

- Reading for listeners
- Reading for listeners
- Self-monitoring and self-correcting
- Self-monitoring and self-correcting

### Self-monitoring and Self-correcting

- Responding to literature
- Responding to literature
- Sharing and supporting opinions
- Sharing and supporting opinions
- Responding to literature

### Word Analysis

- Generating Independent Reading
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation
- Group Progress Assessment
- Individual Reading Observation

### High-Expectation Guided and Guided Spelling

© Center for the Collaborative Classroom